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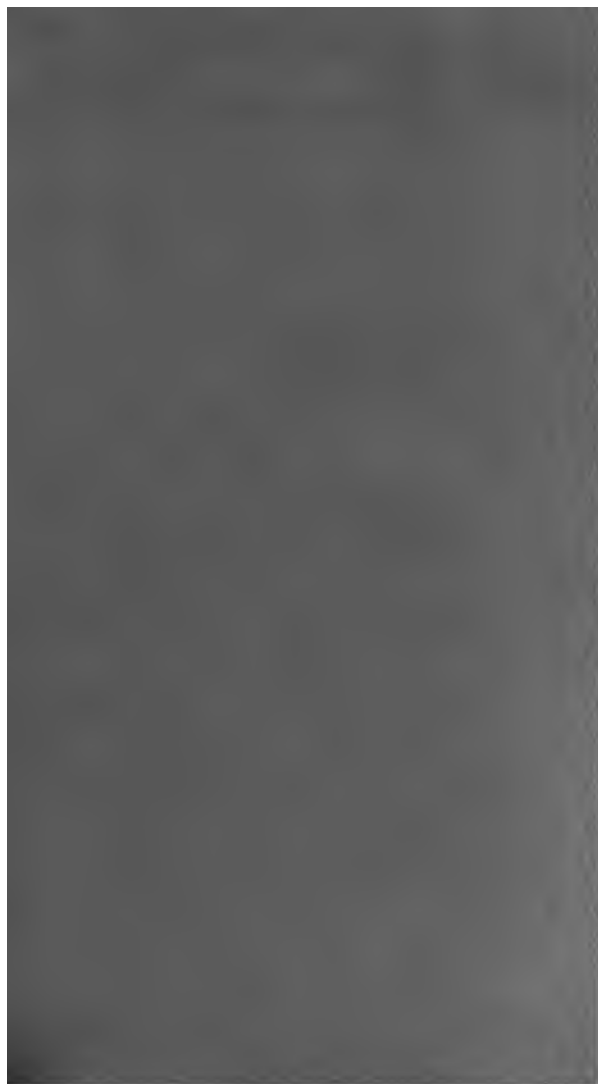
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# TOWER'S SERIES OF SCHOOL BOOKS.

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## Gradual Primer.

The merits of this book consist, 1st, in *coupling letters* by their *resemblances*. 2d. In giving only a *few letters* of the alphabet, before *words* are given, composed solely of *those few letters*. 3d. In giving only *one vowel* in a lesson, with *words* which contain the *name-sound* of that vowel. 4th. In considering the several powers of *each vowel* in a *separate lesson*, with *easy words*, and short, plain sentences, to illustrate *each individual power or sound*—thus *teaching only one thing at a time*. 5th. The diphthongs, or combined vowels, are taught in the same manner. 6th. Each consonant element is then considered by itself in a separate lesson, with *easy words* and sentences for exercise on its particular sound. 7th. Particular and specific *directions* are, *for the first time*, given to teachers, for *uttering each elementary sound* in the language. 8th. *More general directions or suggestions* are also given for teachers.

*Tables*, peculiar to this series alone, are inserted for *daily practice* of classes, *simultaneously*, in all the simple elementary sounds.

These are the prominent features of this Primer, and are peculiar to it alone. The teacher, as well as the pupil, will, from its use, lay the foundation of a distinct articulation, and be saved from much expense of time and labor in *learning*. This is "the right step taken in the right place."

## Introduction to the Gradual Reader.

The peculiarities of this book consist, 1st, in taking the pupil *gradually* through all the *easier consonant combinations* by a regular progressive exercise on each combination. 2d. Through all the *points*, or marks used by writers, illustrating each in a separate lesson. 3d. Through the simple slides of the voice, in the same manner. 4th. Progressive reading lessons, adapted to the progress of the pupil. The reading lessons are kept entirely distinct from the lessons in articulation, points, &c., that *only one thing* may be taught *at a time*, as in the Primer, which it is designed to follow. 5th. *Tables* for daily simultaneous practice of the elementary sounds, and simple combinations. This book is the second progressive step in attaining a distinct utterance and correct pronunciation. 6th. *Suggestions* to teachers for avoiding *errors* in reading.

## Gradual Reader.

This book contains, 1st, such a selection of reading matter as will interest as well as instruct the learner, progressively suited to his capacity. 2d. A complete and original system of *articulation*, consisting of exercises upon every vowel and consonant *element*, and upon every vowel and consonant *combination* in the language, even the most difficult. This was the first ever published, and is the only complete system. 3d. *Tables* for simultaneous practice, by a whole school, on all the elementary sounds and their combinations. Since the publication of these exercises, in 1841, the subject of articulation has received much attention; and they are said to have done more, for both teacher and pupil, in making good readers, than any other book. The Gradual Reader was prepared, as *stated in the preface*, on the plan of *teaching only one thing at a time*, a plan peculiar to this book, unless copied by others. The exercises are kept separate from the reading lessons, that the whole school, at once, may be



## 2 TOWER'S SERIES OF SCHOOL BOOKS.

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daily drilled in some portion of them previous to reading; then the pupil's attention will not be continually called from the sentiment and expression of a piece, by constant interruption, to correct the articulation. The exercises in this book are full, to supply any deficiency in the elementary instruction of advanced pupils. (See printed notices of the book and system.)

These three books furnish complete and thorough instruction in articulation, the groundwork of all good reading. They will be followed by two more readers, each being a distinct step, as essential to good reading as is its basis, distinct utterance, furnishing a *complete* and *systematic series* for schools.

### Gradual Speller.

This book is the first attempt to arrange words, in separate classes, by the constant combinations, thus aiding the memory on the principle of association. It is free from the *unmeaning cuts* which disfigure most books of the kind, and furnish a gratuitous supply of playthings to distract the attention. It is not cumbered with reading lessons, useless, because out of place. It contains an exercise on each consonant element, as well as each vowel element. It gives also an exercise on each consonant combination separately. No other spelling-book does. It gives the sound of each vowel in every word; without which, any spelling-book would be worse than useless in a school. The *sounds* of the vowels are indicated by a *new* method, so simple, that any child can readily master and use it. The same notation answers for the diphthongs, which is an advantage over any other plan. As each element, and each combination, is considered in a separate exercise, the book is a great collateral aid to *articulation*, while it gives the correct *pronunciation* in connection with teaching the *orthography* of the language.

### Intellectual Algebra.

This is on a new and original plan, and is the first attempt so to simplify and illustrate this science that it may be taught *orally*. As a discipline of the mind, in teaching the pupil to *think* and *reason*, algebra is preëminent; and this work places it in the power of younger classes to be benefited by such mental exercises. Where it has been used, it has more than answered the high expectations of teachers. It can be very profitably studied in connection with written arithmetic. This Algebra has received the commendation of the most prominent educators of the day, and a few of their notices may be found printed in it. The operations are limited to such small numbers as not to embarrass the reasoning powers, but, on the inductive plan, to lead the pupil understandingly to high mental efforts. Teachers say that the author has done for algebra the same that Colburn did for arithmetic, when he published his "First Lessons."

The success of this book has been far beyond the most sanguine expectations of the publishers. Although it has been published but fifteen months, it has been adopted in the public schools of Boston, New York, Brooklyn, Baltimore, Charlestown, Salem, and many other cities of the Union; also, by several County Conventions of Superintendents and Teachers, and by a *very large* number of the best schools of the country. It has lately been recommended by the County Conventions of Superintendents and Teachers in Vermont.

It needs but to be examined, to be put into use in almost every school in the country.

### A Complete Key to the Algebra.

This work contains Explanations and Solutions to all the questions in the *Algebra*, for the convenience of teachers, and for their use only.

## NOTICES OF THE WORK.

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CHARLESTOWN, March 29, 1847.

At a meeting of the Trustees of the Charlestown Free Schools, this evening, it was voted,

That the new Grammar, called "Gradual Lessons in Grammar," by David B. Tower, be used as a text-book in our schools.

JONATHAN BROWN, JR., Sec.

---

SOUTH READING, April 7, 1847.

At a meeting of the School Committee of South Reading, it was voted to adopt Tower's "Gradual Lessons in Grammar," into the public schools, as a text-book.

LILLEY EATON, Chairman.

---

From Prof. Wines, Principal of the celebrated Oaklands School, near Burlington, New Jersey.

"D. B. TOWER, Esq.:

"Dear Sir,—I have examined the "Gradual Lessons in Grammar," and feel no hesitation in expressing the opinion, that it is THE BOOK for the thorough and philosophical study of the English language. The great principle on which your Grammar is based,—that of analysis, from the start,—is one of vital importance. Its efficacy, as a means of mental discipline, the attractiveness and interest it imparts to the study of language, and the important and permanent results, in respect of knowledge and intellectual power, which it yields, have been fully tested by me in a long course of experience. I rejoice to see the principle developed, in a clear and practical manner, in an elementary work on English Grammar. So far as I know, it is the first attempt of the kind that has been made, and I hope it will meet with the success it so well deserves. I shall introduce your Grammar, immediately, into my own school.

"Very respectfully and faithfully yours,  
"April 13, 1847. E. C. WINES."

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Rev. J. J. OWEN, Principal of the Cornelius Institute, New York, whose CLASSICAL SERIES places him among our first Greek scholars, writes to the author of "Gradual Lessons in Grammar," dated April 26th, 1847:

"I am exceedingly well pleased with your Grammar. I think it is just the thing. I have been surprised that the multitude of teachers—and able teachers, too—with which our country abounds, should have been willing so long to pursue the dry, unintelligible, and unphilosophical mode of presenting the phenomena of our language to the youthful mind. I am confident that your little book will obtain the approbation of all who examine it, and will fill a niche which, I believe, is not occupied by any other work."

---

Extract from a letter to the Publishers, enclosing orders for the Grammar, from Daniel Foster, Esq., Principal of the Hopkinton High School.

"I want to form a class of beginners in Grammar. I like Tower's 'Gradual Lessons in Grammar,' for such a class, better than any thing I have ever examined." \*\*\*

## NOTICES OF THE WORK.

*From Daniel Foster, Principal of Hopkinton High School.*

"Dear Sir, — I introduced the 'Gradual Lessons in Grammar' into my school last spring, and after using it eight weeks with a class of beginners, I have no hesitation in saying that I consider it superior to any elementary treatise in use in our country.

"It occupies, in grammar, the place that Colburn's 'First Lessons' does in Arithmetic. It analyzes the language, and fixes in the mind of the scholar the *principles* of Grammar, which, when understood, enable any one to use correctly and fluently our terse and powerful Saxon tongue.

"I predict that it will usher into our schools a new system of studying grammar, and will make this branch as interesting and improving, as it has been hitherto dull and useless.

"I wish it all success; and I doubt not it will soon be found in all our public and private schools.

"HOPKINTON, June 7, 1847."

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W. B. Ellis, Esq., Principal of a High School in Kingston, ordering more of Tower's Grammars, writes, — "This is an admirable work; I am much pleased with it, and shall have every scholar in my school use it."

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"To W. J. REYNOLDS & Co.

"Gentlemen: — I have examined Tower's 'Gradual Lessons in Grammar,' published by you; and I have no hesitation in saying that I am exceedingly well pleased with its plan, and I should be happy to see it generally introduced into our public schools.

"H. B. MAGLATHLIN, A. M.

*Principal of Waterville Liberal Institute.*

"WATERVILLE, Me., May 7, 1847."

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The following is from one of our most successful Teachers, the experienced Principal of the Young Ladies School in Park Street.

"MR. TOWER:

Boston, June 21, 1847.

"Dear Sir, — A pretty thorough examination, and some practical experience in the use of your 'Gradual Lessons in English Grammar,' have satisfied me that it is a valuable addition to our list of school-books.

"The plan you adopted in the execution of the work is rational and philosophical, and calculated to give to the pupil a much better knowledge of the language than any other elementary work with which I am acquainted; and, indeed, the plan, as a whole, is so different from that of any other Grammar in our language, that I do not see why it may not be profitably studied in connection with other Grammars now in use, as the ground it covers has hitherto been almost wholly neglected, or, at least, not systematically improved.

GEO. EATON."

---

The Publishers have been gratified by the glad welcome universally given to these "Lessons in Grammar." Teachers say that this Grammar opens a NEW PATH to the pupil, enabling him not only to pursue this hitherto dry study understandingly, but with interest and pleasure. It is said that these "Lessons" will produce as great a change in the method of teaching grammar, as Colburn's "First Lessons" did in arithmetic, or as Tower's "Oral Lessons" produced in the study of algebra.

1871  
**GRADUAL LESSONS**

IN

**GRAMMAR;**

OR,

**GUIDE TO THE CONSTRUCTION**

OF THE

**ENGLISH LANGUAGE,**

BY THE

**ANALYSIS AND COMPOSITION OF SENTENCES.**

By <sup>atc</sup>DAVID B. TOWER, A. M.,

AUTHOR OF "INTELLECTUAL ALGEBRA, OR ORAL LESSONS IN ALGEBRA,  
FOR COMMON SCHOOLS;" "GRADUAL PRIMER;" "INTRODUCTION  
TO GRADUAL READER, OR PRIMARY SCHOOL ENUNCIATION,  
PART II.;" "GRADUAL READER;"  
AND "GRADUAL SPELLER."

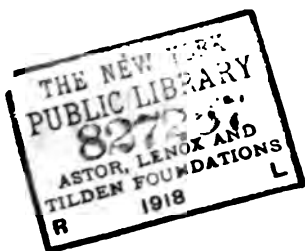
NEW YORK:

PUBLISHED BY CADY & BURGESS,

BOSTON:

W. J. REYNOLDS, & CO.

1847.



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By DAVID B. TOWER,  
Clerk's Office of the District Court of Massachusetts

STEREOTYPED AT THE  
BOSTON TYPE AND STEREOTYPE FOUNDRY.

## P R E F A C E .

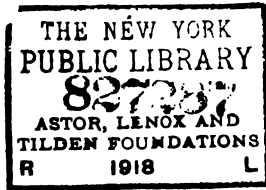
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**WHEN** a child begins to read sentences, he should begin to learn how these sentences are formed, and for what purpose each word is used ; otherwise he only utters words without perceiving the meaning of what he reads, and forms the habit of uttering sounds irrespective of ideas.

To read understandingly, he should know the particular force of each word in the sentence in which it is found ; that is, how it modifies the idea expressed by the general proposition. He should know the *subject* and the *predicate* of each sentence, the several modifying or limiting words, and in what respect they affect the meaning. The study of language, when thus presented as the medium of *thought*, seldom fails to interest the pupil. To find the *principal parts* of a sentence, and to discover how each part is limited or modified by the different words that cluster around it, and how the meaning of the part or of the whole is affected thereby, is an effort of the understanding, which is as grateful as it is useful to the learner.

The pupil should first construct a simple sentence, consisting only of a subject and predicate ; then introduce the several classes of limiting words, one at a time, till he is familiar with all, and with their relations to the words they limit. Next, let him construct compound sentences, till the connection or dependence of clauses is fully understood, with their limiting or modifying power. Thus, he will become acquainted with the *fact*, unencumbered by *technical terms*. He will learn the dependences of words and clauses ; and his mind will be strongly exercised on these great and prominent features of thought, without being bewildered by the intricacies of the minor distinctions which are involved in these relations.

The pupil should thus analyze and construct sentences, and should be made to understand the relations of the several parts, whether words or clauses, and comprehend the limiting force of each, before



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The pupil should thus analyze and construct sentences, and should be made to understand the relations of the several parts, whether words or clauses, and comprehend the limiting force of each, before



the distinctions of mode and tense in verbs, and of person and case in nouns, can be rendered clear and intelligible.

The method of instruction is undergoing a change in this respect, and many of our best teachers are disposed to adopt a more rational and philosophical system. For the aid of such,—that they may the better carry out their wholesome intentions, by a text-book suited to the purpose,—this work has been prepared. It has been long tested in the Author's school, and has been tried by other teachers with a success that they did not anticipate. The plan has been submitted to the examination of school committees, teachers, and other literary gentlemen interested in education, and their decided approval has encouraged the author to publish it, with the hope that it will be acceptable to teachers generally, and be found useful in leading the young to *think*, and to learn *understandingly*.

The plan is somewhat analogous to that pursued in the best German schools, though greatly modified; but it does not alter the established nomenclature of our grammars. Innovations are often made, to introduce some peculiarity of doubtful tendency, but so magnified in importance in the author's eyes, as to overshadow the subject, to the exclusion of just and rational views. In this work no such innovations are made; but the Author claims to have presented the subject in a more natural and reasonable manner, unencumbered by technicalities which the pupil cannot understand.

A larger Grammar, on the same plan, carried out more fully for the use of advanced scholars, is in course of preparation. It will embrace subjects purposely omitted in this work, and a practical system of punctuation, based on this method of analysis and construction.

This book is commended to the use of those who undertake the study of grammar without the aid of a teacher, as offering facilities that can hardly fail to insure interest and success in the study.

BOSTON, Park Street,  
December, 1846.

# GRADUAL LESSONS

IN

## ENGLISH GRAMMAR.

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§ 1. A KNOWLEDGE of grammar enables us to speak and write correctly.

REMARK 1. The first step is taken, in grammar, when we learn, in the spelling book, the names and powers of letters singly and in syllables, and the method of representing words by their proper letters.

REM. 2. The second step is the classification of words, according to the several purposes which they serve in a sentence.

§ 2. Words used as names are called NOUNS.

REMARK 1. They may be names of persons; as, *Charles, woman, John Smith, child*; — or names of places; as, *Boston, Medford, Vermont, Europe*; — or names of things; as, *book, house, horse, ship*; — or names of things of which we can only have an idea; as, *goodness, truth, wisdom*.

REM. 2. Names of particular persons and places should begin with a capital letter.

## EXERCISES.

Let the pupil tell which of the following nouns are names of persons, places, &c.

Baltimore,	money,	art,	goodness,
wisdom,	snow,	tree,	glory,
manner,	Mary,	truth,	accent,
William,	sound,	fire,	stage,

New York,

Henry B. Adams,

George Harrison Otis.

NOTE. The pupil should be required to give twenty examples of nouns, telling of what kind they are; also to point out nouns in his reading book till he is familiar with this class of words.

§ 3. A word used to express existence or action is called a VERB; as, *is, was, eats, loves, is loved, has been loved, exists.*

## EXERCISES.

Let the pupil point out the verbs expressing existence, and those expressing action.

am,	play,	desire,	stand,
ride,	walk,	believe,	sit,
give,	live,	exist,	begin,
will talk,		might have been,	
		could have been loved.	

NOTE. Give ten examples, and point out others in the reading book.

§ 4. Words combined in sentences are *used to express our ideas.*

§ 5. The principal parts of a sentence are the **SUBJECT**, which is the *name* of the person or thing spoken of; and the **PREDICATE**, which expresses what *is said* of the subject; as in the following proposition:—

## EXAMPLE.

## Boys study.

In this sentence, the *noun* “boys” is the subject, because it denotes the persons of whom something is said; and the *verb* “study” is the predicate, because it denotes what *is said* of the *subject*, “boys.”

## EXERCISES.

Analyze the following sentences, telling *why* any word is a *noun*, and of what kind it is; or *why* it is a *verb*, and whether it expresses existence or action; which is the *subject*, and *why*; the *predicate*, and *why*.

William walks.

Charles learns.

Men die.

Birds fly.

Man exists.

Virtue will be rewarded.

Children are taught.

Time was.

Duty exists.

Diamonds sparkle!

REMARK. A proposition may be stated in the form of a question; as, “Does William walk?” “Will virtue be rewarded?”

NOTE. Construct five sentences, and analyze them as in the example.

§ 6. Nouns may be modified in various ways, directly and indirectly.

§ 7. An **ADJECTIVE** is a word which directly limits or modifies a noun.

**REMARK 1.** This class embraces the usual words that directly modify nouns, except names.

**REM. 2.** Three of these limiting words, *a*, *an*, and *the*, are called **ARTICLES**.

**EXAMPLE.**

Good boys study.

In the sentence "Boys study," "boys" is a *noun*, because it is a name; it is the *subject*, because it denotes the persons spoken of. "Study" is a *verb*, because it expresses action, and is the *predicate*, because it denotes what is *said* of the subject.

The proposition is now general, and may be applied to *all* boys. But in the sentence "*Good* boys study," it is limited to a *particular class* of boys; hence, "good" is an *adjective*, because it directly limits the noun "boys;" and the subject, thus limited, is called the **MODIFIED SUBJECT**.

**EXERCISES.**

Analyze the following sentences, as above, and state each proposition in the form of a question: —

Industrious men work. Good men may be found.

Idle boys play. Dutiful scholars study.

Bad men are punished. Good people are rewarded.

Beautiful flowers will wither.

Little children will grow.

## QUESTIONS.

In the first exercise, what is the noun? Why? <sup>a</sup>

What is the verb? Why? <sup>b</sup>

What word directly limits the noun?

What is the limiting word called? <sup>c</sup>

What is the subject? Why? <sup>d</sup>

What is the modified subject?

What is the predicate? Why? <sup>e</sup>

NOTE 1. Construct five sentences, in which the subject is limited by an adjective, and analyze as above.

NOTE 2. The pupil should be required to point out adjectives in his reading book, till he is perfectly familiar with this class of words.

§.8. Verbs also may be directly and indirectly modified or limited.

§ 9. An ADVERB is a word which directly modifies or limits a verb.

REMARK. This class embraces the usual words that directly modify verbs, except names.

## EXAMPLE.

The man talked foolishly.

In the sentence "Man talked," "man" is a *noun*, because it is a name; it is the *subject*, because it denotes the person spoken of. "Talked" is a *verb*, because it expresses action; and is the *predicate*, because it denotes what is said of the subject.

The proposition is now general. But in the sentence "*The* man talked," it is limited to a particular man by the *article*, "the;" and the phrase "the man" is the *modified subject*.

In the sentence "The man talked *foolishly*," the predicate also is limited by the *adverb* "foolishly;" and the phrase "talked foolishly" is called the MODIFIED PREDICATE.

## EXERCISES.

Analyze the following sentences, as above; remembering hereafter to state each in the form of a question.

The horse ran swiftly.

Good boys behave well. Cold water runs freely.

Rich men should give liberally.

Wise men decide carefully.

Sometimes boys act foolishly.

Now John studies diligently.

Mother will soon be here.

## QUESTIONS.

In the first exercise, what is the subject? Why? <sup>a</sup>

What is the predicate? Why? <sup>a</sup>

What word directly limits the subject?

What is it called? <sup>b</sup>

What word directly limits the predicate?

What is this limiting word called?

What is the modified subject?

What is the modified predicate?

NOTE. Construct five sentences, each containing a modified subject and predicate, as above. Also point out adverbs in the reading book till familiar with this class of words.

§ 10. Nouns are directly modified or limited by other nouns used to explain or describe them, denoting the same person or thing.

## EXAMPLE.

William, the blacksmith, has arrived.

In the sentence "William has arrived," the *noun* "William" is the subject,\* and the *verb* "has arrived" is the predicate.\* The proposition is now *general*, and may refer to any person of that name.

But in the above example, the *noun* "William" is limited to a particular person of the name, by the *noun* "blacksmith," here used in explanation.

The *noun* "blacksmith" is also limited by the *article* "the;" and the phrase "William, the blacksmith," is the *modified subject*.

## EXERCISES.

Cicero, the orator, was admired.

Elijah, the prophet, was translated.

Solomon, the king, reigned then.

Stephen, the martyr, was stoned.

Howard, the distinguished philanthropist, was universally loved.

## QUESTIONS.

Why are "Cicero" and "orator" nouns? †

What is the *subject* in the first sentence? Why? †

By what is the subject limited?

What is limited by the *article* "the"? †

Why is "was admired" a verb? †

Why is it the *predicate*? †

What is the *modified subject*?

Is the predicate modified?

NOTE. Construct and analyze two sentences similar to the above.



§ 11. Some verbs are directly modified by a noun denoting the same person or thing as the subject.

## EXAMPLE.

Honesty is the best policy.

Here the *noun* "honesty"<sup>a</sup> is the subject,<sup>b</sup> which has the *verb* "is"<sup>c</sup> for its predicate.<sup>b</sup>

The predicate is directly modified by the *noun* "policy," which is itself directly limited by the *adjective* "best,"<sup>d</sup> and the *article* "the."<sup>e</sup>

Thus the *phrase* "is the best policy" becomes the *modified predicate*.

## EXERCISES.

Is Howard called the great philanthropist?

Virgil was a Latin poet.

The boys are good scholars.

The child will be named John.

Was Milton a great English poet?

Anna has been a good girl.

Are all birds good songsters?

Bacon was esteemed a profound philosopher.

## QUESTIONS.

In the first sentence, what words are nouns? Why?<sup>a</sup>

What is the subject? Why?<sup>b</sup>

What is the verb in this sentence? Why?<sup>c</sup>

What is the predicate? Why?<sup>d</sup>

By what is the predicate limited?

By what two words is the *noun in the predicate* limited?

What is each called?<sup>e e</sup>

<sup>a</sup> § 2.

<sup>b</sup> § 5.

<sup>c</sup> § 3.

<sup>d</sup> § 7.

<sup>e</sup> § 7, R. 2.

What is the *modified predicate* ?

Is the subject modified ?

NOTE. Construct and analyze four sentences similar to the above.

§ 12. A noun may be directly modified or limited by another noun denoting the owner or possessor.

EXAMPLE.

Edward's book has been badly used.

In the sentence "A book has been used," the *noun* "book" is the subject, and the *verb* "has been used" is the predicate. Here, the proposition being *general*, it may refer to any person's book, and any kind of usage.

But in the above example, the *noun* "book" is limited to a *particular* person by the *noun* "Edward's," denoting the *owner* of the book; and the *verb* "has been used" is modified by the *adverb* "badly," denoting the *manner* in which the book has been used.

Hence, "Edward's book" is the modified subject, and "has been badly used" is the modified predicate.

EXERCISES.

The president's message will soon be received.

Has William's father returned ?

Virtue's reward is a quiet conscience.

The king's son visited the boy's father.

Should not George's parents rejoice ?

A friend's infirmities should be borne patiently.

Charles was William's classmate.

## QUESTIONS.

In the first exercise, what is the subject? <sup>a</sup>

What is the predicate? <sup>a</sup>

How is the proposition stated? <sup>b</sup>

What word denotes the possessor?

By what is the subject limited?

What is the modified subject? <sup>c</sup>

Is the predicate modified?

NOTE. Construct and analyze several sentences as above.

§ 13. Some verbs are directly modified by an object which limits the action originating in the subject.

## EXAMPLE.

Men worship God.

Here the *noun* "men" is the subject whence the action originates; the *verb* "worship," the predicate, expressing the action; and the *noun* "God," the *object*, which directly limits the action of the *verb*. Hence "worship God" is the modified predicate.

## EXERCISES.

Charles struck the ball.

The pupil should study the lesson.

William's father bought a fine house.

Has George read Anna's new book?

The man purchased ten apples.

Did the wheel hurt the boy much?

A friend should bear a friend's infirmities.

## QUESTIONS.

What words are nouns in the first exercise?

What is the subject? Why?

What is the predicate? Why?

What object limits the action of the verb?

By what is the object limited? \*

What is the *phrase* "struck the ball" called? †

Is the subject modified?

**NOTE.** Construct and analyze several sentences similar to the above examples.

§ 14. A noun may be indirectly modified or limited by another noun, connected with it by a word usually placed before it, and hence called a **PREPOSITION**.\*

## EXAMPLE.

**Men of sense sometimes differ widely.**

In the *general* proposition "Men differ," the *noun* "men" is the subject, and the *verb* "differ" is the predicate. But in the above example, the subject is indirectly limited to a *particular class* of men by the *noun* "sense," connected with it by the *preposition* "of;" and the *phrase* "Men of sense" is the modified subject.

The predicate is directly limited by the *adverbs* "sometimes" and "widely," denoting *how often* and *how much* men differ.

Hence "sometimes differ widely" is the modified predicate.

\* § 7, R. 2

† § 9, Example.

\* See Table of Connectives, § 32, p. 41.

## EXERCISES.

A noise from the street alarmed the inmates.

A lecture on history may be expected.

Did the pupils obey the directions of the teacher?

Temperance is the best preserver of health.

Hope is the balm of life.

Attention to business is security against want.

The company of profane persons should be carefully avoided.

## QUESTIONS.

In the first exercise, what are the nouns?

What is the subject? Why?

What word directly limits the subject?

What is it called? \*

By what is the subject indirectly limited?

What preposition connects the limiting noun to the subject?

By what is the limiting noun itself directly limited? \*

What five words constitute the modified subject?

What is the predicate? Why?

What object directly limits the action of the verb? \*

By what is the limiting noun, which is the object of the verb, itself limited?

What is the modified predicate?

**NOTE.** Construct and analyze several sentences as in the above example.

§ 15. A verb may be indirectly modified or limited by a noun connected with it by a preposition.

## EXAMPLE.

John went to Boston.

In the proposition "John went," the *noun* "John" is the subject, and the *verb* "went" is the predicate; and the action expressed by the verb is not limited to any direction or place.

But, in the above example, the action of the verb is limited to a *particular* place by the *noun* "Boston," and the limiting noun is connected with the *verb* "went" by the *preposition* "to."

Hence the *phrase* "went to Boston" is the modified predicate.

## EXERCISES.

Charles found a knife in the street.

The girls gathered flowers in the garden.

George has written a long letter to Anna.

Men gain fortunes by diligence.

The boy has been sent to school.

Charles has returned from Baltimore.

William brought the book from England.

Industry contends successfully against poverty.

## QUESTIONS.

In the first exercise, what are the nouns?

What is the subject? Why?

What is the predicate? Why?

What object directly limits the action of the verb?\*

By what noun is the verb indirectly limited?

What connects this limiting noun with the verb?

What is the connecting word called?†

By what is this limiting noun itself limited? \*

What limits the noun which is the direct object of the verb?

What words constitute the modified predicate?

Is the subject modified?

NOTE. Construct and analyze several sentences, as in the above example.

§ 16. A noun may be indirectly modified or limited by a verb connected with it by the *preposition* "to."

#### EXAMPLE.

A desire to excel leads to eminence.

In the proposition "A desire leads to eminence," the *noun* "desire" is the subject, and the *verb* "leads" is the predicate, which is indirectly limited by the *noun* "eminence," connected with it by the *preposition* "to"; and the *phrase* "leads to eminence" is the modified predicate. Here no particular desire is specified.

But, in the above example, the *noun* "desire" is indirectly limited by the *verb* "excel," connected with it by the *preposition* "to"; and the proposition is now limited to a desire for *excellence*. Thus, "A desire to excel" is the modified subject.

#### EXERCISES.

Idle boys make no attempt to improve.

A firm resolve to persevere will be crowned with success.

The wish to obtain wealth is a strong inducement to action.

A disposition to quarrel makes trouble.  
 The girl does not lack ability to understand.  
 Men seldom find time to play.

## QUESTIONS.

In the first exercise, what words are nouns?  
 What is the subject?  
 What word directly modifies the subject?  
 What is the modified subject?  
 What is the predicate?  
 By what object is the predicate limited?<sup>a</sup>  
 Is the limitation direct or indirect?<sup>a</sup>  
 What noun does the *adjective* "no" directly limit?  
 By what is the limiting noun indirectly limited?  
 What word connects the verb with the noun which it limits?  
 What is the modified predicate?<sup>b</sup>  
 What are the *limiting* words in this sentence?  
 How many connectives are there?  
 What are they?

NOTE. Construct and analyze several sentences, as above.

§ 17. A verb may be indirectly modified or limited by another verb connected with it by the *preposition* "to."

## EXAMPLE.

Engines are used to extinguish fires.

In the unlimited proposition "Engines are used," the *noun* "engines" is the subject, and the *verb* "are used" is the predicate. But, in the above example, the use of engines is limited to a particular purpose by the *verb* "extinguish." The limiting verb

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<sup>a</sup> § 13.

<sup>b</sup> § 9, Example.



is connected with the predicate by the *preposition* "to," and is itself directly limited by the *noun* "fires," which is the object of the action expressed by it. Hence "are used to extinguish fires" is the modified predicate.

## EXERCISES.

Henry has gone to Boston to obtain a situation.

Soldiers are compelled to fight.

The crew were obliged to swim.

Does the murderer expect to escape?

Men of integrity intend to deal justly.

The man consented to leave the place.

Father wishes to borrow the newspaper.

## QUESTIONS.

What is the subject in the first exercise?

Is the subject modified?

What is the predicate?

By what *noun* is the predicate modified?

What verb indirectly modifies the predicate?

By what is the limiting verb directly modified?

What are the limiting words in the sentence?

What is the modified predicate?

What word limits the *direction* of the action expressed by the *verb* "has gone"?

What word expresses the purpose of the action?

NOTE. Construct and analyze several sentences, as above.

§ 18. The following recapitulation of principles already illustrated, exhibits a concise view of the different methods in

which the noun and verb may be limited ; and attention should be specially directed to 'the perfect symmetry and correspondence existing between the two principal parts of a sentence, in regard to the modifications of which they are susceptible.

TABLE I.

*Direct Modifications.*

NOUN,		VERB,	
by {	an <i>adjective</i> ; <sup>a</sup>	by {	an <i>adverb</i> ; <sup>b</sup>
	a <i>noun</i> denoting the same person or thing as itself ; <sup>c</sup>		a <i>noun</i> denoting the same person or thing as the subject ; <sup>d</sup>
	a <i>noun</i> denoting the possessor or owner. <sup>e</sup>		a <i>noun</i> denoting the direct object of its action. <sup>f</sup>

*Indirect Modifications.*

NOUN,		VERB,	
by {	a <i>noun</i> connected with it by a preposition ; <sup>g</sup>	by {	a <i>noun</i> connected with it by a preposition ; <sup>h</sup>
	a <i>verb</i> connected by the preposition "to." <sup>i</sup>		a <i>verb</i> connected by the preposition "to." <sup>j</sup>

<sup>a</sup> § 7.<sup>c</sup> § 10.<sup>e</sup> § 12.<sup>f</sup> § 14.<sup>i</sup> § 16.<sup>b</sup> § 9.<sup>d</sup> § 11.<sup>f</sup> § 13.<sup>h</sup> § 15.<sup>j</sup> § 17.

## QUESTIONS.

By what may a noun be directly modified?

By what may a verb be directly modified?

By what may a noun be indirectly modified?

By what may a verb be indirectly modified?

§ 19. The limiting classes of words, called *adjectives* and *adverbs*, may be modified in various ways, directly and indirectly.

§ 20. Adjectives may be directly modified or limited by adverbs.

## EXAMPLE.

Very good boys study well.

In the sentence "Good boys study well," the *noun* "boys" is the subject, and is directly limited by the *adjective* "good." "Study" is the predicate, and is directly limited by the *adverb* "well"; thus "study well" is the modified predicate.

But the proposition is susceptible of still farther limitation; for, in the above example, the class of boys is limited to those who possess a superior degree of goodness, by the *adverb* "very," which directly modifies the *adjective* "good."

Hence the phrase "very good boys" is the modified subject.

## EXERCISES.

The man owed an exceedingly large amount.

The address was intensely interesting.

Highly important measures will be brought forward.

William writes a tolerably good hand.

George's copy is written in an unusually careless manner.

An incalculably large sum has been expended in the prosecution of the war.

#### QUESTIONS.

In the first exercise, what are the nouns? <sup>a</sup>

What is the verb? <sup>b</sup>

What are the articles? <sup>c</sup>

What is the adjective? <sup>d</sup>

What is the adverb?

What does the adverb limit? <sup>e</sup>

In what respect does it modify the word which it limits?

NOTE. Construct and analyze several sentences, as above.

§ 21. Adverbs may be directly modified or limited by other adverbs.

#### EXAMPLE.

Good boys study very faithfully.

In the sentence "Good boys study faithfully," the *adjective* "good" directly limits the *noun* "boys"; and the phrase "good boys" is the modified subject. The *verb* "study" is the predicate, and is directly modified by the *adverb* "faithfully."

But the above proposition is still farther limited; for a higher *degree* of faithfulness is predicated of the boys, by the *adverb* "very," which directly limits the *adverb* "faithfully."

Hence "study very faithfully" is the modified predicate.

## EXERCISES.

The boy has lately behaved much better.

The copy was written exceedingly well.

The pupil should study most diligently.

Was not the work done too carelessly?

The boy behaved not less foolishly.

The man was very easily frightened.

## QUESTIONS.

To what class does each word in the first exercise belong?

By what two words is the predicate directly limited?

By what is the *adverb* "better" limited?

In what respect does "lately" limit the proposition?

In what respect does "better" limit the proposition?

What is the modified predicate?

NOTE. Construct and analyze several sentences, as above.

§ 22. An adjective may be indirectly modified or limited by a noun connected with it by a preposition.

## EXAMPLE.

The master found the pupil adequate to the task.

Here the *noun* "master" is the *subject*, and is directly limited by the *article* "the." The *verb* "found" is the predicate, and is directly limited by the *noun* "pupil," which is the object of its action, and which *is itself* directly limited by the *article* "the" and the *adjective* "adequate."

The *noun* "task," connected with the *adjective* "adequate" by the *preposition* "to," indirectly limits the competency of the pupil to some one thing; and the *article* "the" limits the *noun* "task" to a *particular* thing.

Hence the *phrase* "found the pupil adequate to the task" is the modified predicate.

## EXERCISES.

Eager for improvement, the boy studied diligently.

Charles is a boy worthy of confidence.

Glad of the opportunity, John mounted the horse.

Desirous of promotion, the man persisted in the attempt.

William continued the operation, heedless of consequences.

## QUESTIONS.

What is the subject, in the first exercise?

What is the predicate?

What adjective limits the subject?

By what is the adjective limited?

Is the limitation direct or indirect?

What word connects the noun with the adjective?

**NOTE.** Construct several sentences, and analyze, as above.

§ 23. An adverb may sometimes be indirectly modified or limited by a *noun connected with it* by a preposition.

## EXAMPLE.

The just man always acts consistently with conscience.

Here the *subject* "man" is directly limited by the *adjective* "just" and the *article* "the"; hence "the just man" is the modified subject.

The *predicate* "acts" is directly limited by the *adverbs* "always" and "consistently"; and the proposition, "The just man always acts consistently," is farther modified by the *noun* "conscience," which indirectly limits the *adverb* "consistently," showing with *what* his acts are consistent. Thus "always acts consistently with conscience" is the modified predicate.

## EXERCISES.

Men should live agreeably to the dictates of reason.

The cars ran fast enough for safety.

The horse travels too slowly for the purpose.

William studies too diligently for health.

The man came too late for reconciliation.

## QUESTIONS.

In the first exercise, by what is the predicate directly limited? <sup>a</sup>

By what is the adverb indirectly limited?

What connects the noun with the adverb which it limits?

By what is the limiting noun indirectly limited? <sup>b</sup>

By what is it directly limited? <sup>c</sup>

**NOTE.** Construct a few sentences, and analyze.

( § 24. An adjective may be indirectly modified or limited by a verb connected with it by the preposition "to."

## EXAMPLE.

William soon found a boy ready to play.

Here "William" is the subject, and "found" the predicate. The *verb* "found" is directly modified by the *adverb* "soon," which limits the proposition with regard to *time*; and by the *noun* "boy," which denotes the direct object of its action. "Boy" is directly limited by the *article* "a" and the *adjective* "ready."

"Ready" is itself indirectly limited by the *verb* "play," denoting the *purpose* for which he was ready.

Hence the *phrase*, "soon found a boy ready to play," is the modified predicate.

## EXERCISES.

The man, now able to stand, walked off.

Eager to improve, the boy studied diligently.

Desirous to succeed, the man persevered.

Is the girl anxious to excel?

Too old to learn, the man remained in ignorance.

A man, impatient to acquire wealth, is always harassed.

Too wayward to listen to the advice of friends, the man persisted in a course of folly.

Unable to work, the man depended on charity.



## QUESTIONS.

In the first exercise, by what adjective is the noun "man" directly limited?

What other word directly limits "man"?

What word directly limits the adjective?

In what respect does it limit it?

By what is the adjective indirectly limited?

By what is the limiting verb connected with the adjective?

What is the modified subject?

By what word is the predicate directly limited?

To what class does it belong?

What is the modified predicate?

NOTE. Construct several sentences, as above.

§ 25. An adverb may be indirectly modified or limited by a verb connected with it by the preposition "to."

## EXAMPLE.

The man was running too rapidly to stop.

Here "man" is the subject, and "was running" the predicate. The subject is directly modified by the *article* "the," limiting the proposition to a *particular* man. Hence "the man" is the modified subject. The *verb* "was running" is directly limited by the *adverb* "rapidly," denoting the *rate* at which he was running; and this adverb is itself directly limited by the *adverb* "too," expressing more definitely the *degree* of rapidity. The *adverb* "rapidly" is indirectly modified by the *verb* "stop," indicating a *purpose* for which he was running *too rapidly*. Hence "was running too rapidly to stop" is the modified predicate.

## EXERCISES.

Charles drove fast enough to hurt the horse.  
 Is the soldier wounded too severely to recover?  
 The boy pursues the object too carelessly to  
 succeed.

The orator spoke too eloquently to fail in the  
 object.

Men sometimes do not persevere long enough to  
 succeed.

The soldiers fought too bravely to be defeated.  
 The teacher considered the boy old enough to  
 behave with propriety.

## QUESTIONS.

By what is the predicate directly limited, in the first exercise? <sup>a</sup>

By what is the *adverb* "fast" directly limited? <sup>b</sup>

What word indirectly limits the *adverb* "enough"? <sup>c</sup>

By what word is it connected with the *adverb*? <sup>d</sup>

What word directly limits the *verb* "hurt"? <sup>e</sup>

Is the subject modified? <sup>f</sup>

What is the modified predicate? <sup>g</sup>

NOTE. Construct several sentences, as above.

§ 26. The following table exhibits a connected view of the correspondence between the limiting classes of words, called *adjectives* and *adverbs*, in respect to the various modifications of which they are susceptible, as already illustrated.

## TABLE II.

*Direct Modifications.*

ADJECTIVE,	ADVERB,
by an <i>adverb</i> . <sup>a</sup>	by an <i>adverb</i> . <sup>b</sup>

*Indirect Modifications.*

ADJECTIVE,	ADVERB,
by { a <i>noun</i> connected with it by a pre- position ; <sup>c</sup> a <i>verb</i> connected by the preposi- tion "to." <sup>e</sup>	by { a <i>noun</i> connected with it by a pre- position ; <sup>d</sup> a <i>verb</i> connected by the preposi- tion "to." <sup>f</sup>

## QUESTIONS.

By what can an adjective be directly modified ?

By what can an adverb be directly modified ?

/ How may an adjective be indirectly modified ?

How may an adverb be indirectly modified ?

§ 27. When the same is asserted of two or more persons or things, the predicate is not repeated ; but the subjects are joined together by a class of connectives called CONJUNCTIONS.<sup>g</sup>

## EXAMPLE.

John and James went to Boston.

Here the same thing is asserted of two persons, John and James ; but, to save unnecessary repetition,

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<sup>a</sup> § 20.   <sup>b</sup> § 21.   <sup>c</sup> § 22.   <sup>d</sup> § 23.   <sup>e</sup> § 24.   <sup>f</sup> § 25.

<sup>g</sup> See Table of Connectives, § 32, page 41.

the two nouns are connected by the *conjunction* "and," and placed before the modified predicate "went to Boston."

The two subjects, thus connected, constitute a COMPOUND SUBJECT.

## EXERCISES.

An old man and, a boy attempted to cross the river.

The man and the horse were seen from the top of the hill.

Charles and Anna have gone to school.

Did William and Samuel arrive in season to see the play?

Will the governor and the council meet soon?

A gentleman and lady can be accommodated with board.

## QUESTIONS.

In the first exercise, of how many persons is the same thing asserted?

Is the predicate repeated?

What two nouns constitute the compound subject?

What word connects them together?

What is the connecting word called?

What two words directly limit the noun "man"?

To what classes do the limiting words belong?

What word directly limits the noun "boy"?

What verb indirectly limits the predicate?

What is the word called, that connects it with the predicate?

What is the object of the action expressed by the verb "cross"?

Does it directly or indirectly limit "cross"?

What does the *article* "the" limit?

What is the modified predicate?

**NOTE.** Construct several sentences, as above.

§ 28. When two or more things are said of the same person or thing, the subject is seldom repeated, but the predicates are joined together by a conjunction.

**EXAMPLE.**

Charles reads and writes. •

Here two different things are asserted of the same person, Charles; namely, "Charles reads,— Charles writes." But, to save unnecessary repetition, the two predicates are connected by the *conjunction* "and," and placed after the subject, "Charles."

The two predicates, thus connected, constitute a **COMPOUND PREDICATE**.

**EXERCISES.**

William went to Boston, and sold a horse there.

The man returned, but brought back no money.

The children gathered flowers, and made a  
nosegay.

The stranger's horse ran away, and upset the  
carriage.

The man went to Texas, and never returned.

Warren saw the boy, but said nothing of the  
matter.

## QUESTIONS.

In the first exercise, how many things are asserted of William?

What is the first predicate? The second?

Why is not the subject placed before each?

What is the word that connects the two predicates, called?

What do the predicates, thus connected, constitute?

Is the first predicate directly or indirectly limited?

What connects the noun "Boston" with the verb "went"?

What is the object of the action expressed by the verb "sold"?

What word limits that object?

In what respect does the adverb "there" limit "sold"?

NOTE. Construct several sentences, as above.

§ 29. When any thing is asserted of *some one* of several persons or things, the subject is compound, and the parts are connected by a conjunction.

## EXAMPLE.

John or William will go to Boston.

Here it is asserted that *one* of two persons "will go to Boston," without stating *definitely* which. The nouns, therefore, denoting the persons, one of whom will go to Boston, are connected together by the *conjunction* "or," and placed before the predicate; constituting the compound subject.

## EXERCISES.

The old gentleman or the boy must remain.

Did Henry, or Simon, or Nathan, know the  
man ?

The author or the printer committed an error.

The teacher or the pupil was in fault.

The boy's father or mother deserved great  
praise.

#### QUESTIONS.

In the first exercise, is it said that the gentleman must remain ?

Is it said that the boy must remain ?

Is it said that *one* of the two must remain ?

Is it stated which of the two must remain ?

What is the compound subject ?

What words directly limit the *noun* "gentleman" ?

What are the limiting words called ?

By what word is the *noun* "boy" directly limited ?

What is the modified *compound subject* ?

Is the predicate modified ?

NOTE. Construct several sentences, as above.

§ 30. When some one only, of several things asserted, applies to the person or thing denoted by the subject, the predicate is compound, and the parts are connected by a conjunction.

#### EXAMPLE.

William studied or played.

Here it is asserted that William did *one* of two things, but not definitely which.

The verbs, therefore, expressing the actions, *one of which* William performed, are connected together

by the *conjunction* "or," and placed after the subject, constituting the compound predicate.

## EXERCISES.

Joseph always comes early, or brings an excuse.

Charles remained at home, or returned very early.

The horse walks slowly, or trots very fast.  
Anna's brother will return soon, or will send a letter.

## QUESTIONS.

In the first exercise, how many things are asserted?

Do both assertions apply to the subject?

Does *one* of the assertions apply to the subject?

Is it stated which?

By what two words is the *verb* "comes" directly limited?

By what is the *verb* "brings" directly limited?

What word connects the two predicates?

To what class does this word belong?

NOTE. Construct several sentences, as above.

§ 31. Words of the same class, in similar relations to other words, are connected by conjunctions.

## EXAMPLE.

A prudent and industrious man will commonly succeed.

In this sentence, the *subject* "man" is directly modified by the two *adjectives* "prudent" and "in-



dustrious." These two words, therefore, being of the same class, and sustaining similar relations to the noun "man," are connected together by the *conjunction* "and."

## EXERCISES.

Men of sense and judgment act with great caution.

Washington, the soldier and statesman, is the idol of the country.

The man manifested great wisdom and firmness.

The boy talked calmly and wisely.

A man without money or friends is an object of pity.

William is inclined to whisper and play.

## QUESTIONS.

In the first exercise, by what two words is the subject indirectly modified?

How are they connected with the subject?

Do they sustain the same relation to the subject?

By what word are they connected together?

To what class does it belong?

What is the modified subject?

What word indirectly limits the verb "act"?

By what is the limiting word directly modified?

What is the modified predicate?

NOTE. Construct and analyze several sentences, as above.

§ 32. As the two classes of words, called *prepositions* and *conjunctions*, cannot well be recognized by any definition, the following table may be of service to the pupil.

TABLE III.  
CONNECTIVES.

REPOSITIONS.		CONJUNCTIONS.
it	down	although
re	during	and
ss	except	as
:	for	because
nst	from	both
l	in	but
lst	into	either
ng	of	for
ngst	on	if
nd	over	lest
	round	neither
part	since	nor
re	through	notwithstanding
nd	to	or
w	towards	since
ath	under	than
le	underneath	that
les	unto	then
een	up	therefore
ixt	upon	though
nd	with	unless
	within	wherefore
erning	without	yet

## PREPOSITIONAL PHRASES.

according to      instead of      out of

The following words are sometimes used as prepositions: *past* for *by*; *excepting* for *except*; *regarding*, *respecting*, *touching*, for *concerning* or *about*; *along*, *off*, *till*, *until*.

The following words are sometimes used as conjunctions: *also*, *so*, *still*, and some others.

§ 33. A noun or an adjective in the predicate, directly modifying a verb expressing existence or being, is coupled with the subject by the verb, which is hence called a *copula*.

#### EXAMPLE.

Charles was industrious.

Here the *noun* "Charles" is the subject, the *verb* "was" the predicate, and the *phrase* "was industrious" is the modified predicate; the adjective "industrious" being coupled with the subject "Charles" by the *copula* "was."<sup>a</sup>

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<sup>a</sup> The copula is a verb uniting the attribute with the subject. Thus, "virtue ennobles" may be resolved into "virtue is ennobling;" in which "ennobling" is the attribute, expressing the action ascribed to virtue, and "is," the copula, uniting "ennobling" with "virtue." In the sentence, "Five and three are eight," the attribute "eight" is united with the compound subject "five and three," by the copula "are."

To borrow an illustration from mathematical science, a sentence may be regarded as a species of equation, of which the

## EXERCISES.

The rivers are wide and deep.

Hope is the balm of life.

The pupils have been attentive to the lesson.

The boy's conduct had been very manly.

Contentment and humility are rich blessings.

The sea will be very tempestuous.

Charles might have been a useful and happy  
man.

The night will be unusually dark and dreary.

## QUESTIONS.

What is the subject, in the first exercise?

By what is it directly limited? \*

What is the predicate?

What are the adjectives in the predicate?

What joins these two adjectives together? †

What is the modified predicate?

What are coupled with the subject by the *copula* "are"?

NORX. Construct and analyze other sentences, as above.

§ 34. A proposition, not depending on another, but making complete sense by

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subject and the predicate are the *two members*, while the *copula* is the *sign of their equality*. Thus,

"Five and three are eight."

$$5 + 3 = 8.$$

"The square of four is sixteen."

$$4^2 = 16.$$

"My name is Norval."

My name = Norval.

*Crosby's Greek Grammar.*

itself, is called an **INDEPENDENT PROPOSITION**.

§ 35. Two or more distinct propositions, joined together by a conjunction, constitute a **COMPOUND SENTENCE**; and the several propositions are called **CLAUSES** or **MEMBERS**.

**EXAMPLE.**

John remains in the city, and William has returned to the country.

This sentence contains two distinct propositions, with different subjects and predicates, each clause making complete sense independently of the other. In the first clause, "John" is the subject, and "remains in the city" is the modified predicate; in the second, "William" is the subject, and "has returned to the country" is the modified predicate.

These two clauses, connected by the *conjunction* "and," constitute a *compound sentence*.

**EXERCISES.**

The teacher is here, but the pupils have not yet come.

The bank was robbed, and the officers have caught the thief.

William must have been sent, or John would not have informed the teacher.

The regiment will go, if more soldiers are required.

## QUESTIONS.

- What are the two propositions, in the first exercise ?  
 Are they independent ? <sup>a</sup>  
 What word connects them ?  
 To what class of connectives does it belong ? <sup>b</sup>  
 What is the subject of the first proposition ?  
 By what is it directly limited ?  
 What is the predicate ?  
 By what is the predicate directly limited ?  
 What is the modified predicate ?  
 What is the subject of the second proposition ?  
 Is the subject modified ?  
 What is the predicate ?  
 In what respect does the *adverb* "yet" limit the predicate ?  
 How does the *adverb* "not" modify it ?  
 What is the modified predicate ?  
 Is the sentence simple or compound ?

X

§ 36. The following table exhibits a concise view of the manner in which prepositions connect the same or different classes of words in different relations, expressing what the relation is; and of the manner in which conjunctions connect words of the same class in the same relation, without expressing what the relation is; also how they connect clauses, sometimes showing their relation.

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<sup>a</sup> § 34.

<sup>b</sup> § 27.

TABLE IV.

*Prepositions*

connect words of the same or different classes in different relations.

Noun with	{	a noun, <sup>a</sup>		Verb with	{	a noun, <sup>a</sup>
		a verb, <sup>b</sup>				a verb, <sup>c</sup>
		an adjective, <sup>e</sup>				an adjective, <sup>e</sup>
		an adverb, <sup>d</sup>				an adverb. <sup>f</sup>

*Conjunctions*

connect words of the same class in the same relation. ✕

COMPOUND SUBJECT.			COMPOUND PREDICATE.		
Two or more subjects con- nected, when	{	the same is	{	Two or more predi- cates con- nected, when	they apply to one subject; <sup>a</sup> only one of them applies to the sub- ject. <sup>i</sup>
		asserted of			
		them; <sup>b</sup>			
		any thing is			
	{	asserted of	{		
		only one of			
		them. <sup>j</sup>			

Two or more	{	nouns,	}	limiting the same word. <sup>m</sup>
		verbs,		
		adjectives,		
		adverbs,		

<sup>a</sup> § 14.   <sup>b</sup> § 15.   <sup>c</sup> § 22.   <sup>d</sup> § 23.   <sup>e</sup> § 16.   <sup>f</sup> § 17.  
<sup>g</sup> § 24.   <sup>h</sup> § 25.   <sup>i</sup> § 27.   <sup>j</sup> § 29.   <sup>k</sup> § 28.   <sup>l</sup> § 30.   <sup>m</sup> § 31.

*Conjunctions*

connect clauses, sometimes expressing their  
relation,

independent and dependent	} propositions forming	{ compound sentences.*

## QUESTIONS.

Are words connected by prepositions always of the same class?

Can the connected words be in the same relation? —

Do prepositions express what the relation is which exists between the connected words? —

With what classes of words do they connect nouns? Verbs?

Do conjunctions connect words of the same or different classes?

Can they connect words in different relations? —

Do conjunctions express what the relation is between the words which they connect? —

Which class of connectives must be used to form a compound subject? A compound predicate?

Do conjunctions connect clauses?

What is the sentence then called?

Do conjunctions ever express what the relation is between the clauses they connect? —

§ 37. To avoid too frequent repetition, nouns are represented by a class of words used instead of them, called PRONOUNS.

## EXAMPLE.

George has returned, and he is now in  
the house.

*In this sentence, the two independent propositions,*



"George has returned" — "George is now in the house," — are joined by the *conjunction* "and," constituting a compound sentence. In the first clause "George" is the subject, and "has returned," the predicate; in the second, to avoid the repetition of the *noun* "George," the *pronoun* "he" is substituted for it, and thus, representing the same person as "George," becomes the subject of the clause, and has the *verb* "is" for its predicate.

The predicate is directly limited by the *adverb* "now," and indirectly by the *noun* "house." "House" is limited by the *article* "the," and is connected with "is" by the *preposition* "in." Thus "is now in the house" is the modified predicate.

#### EXERCISES.

Charles looked for the book, but he could not find it.

William may have come, though I have not seen him.

Has Jane bought the bonnet? or did she decide not to have it?

The men saw the fire, and they labored hard to extinguish it.

I consulted a physician, and he told me to travel.

#### QUESTIONS.

In the first exercise, how many propositions are there?

How are they connected together?

What do they constitute?

What is the subject of the first clause?

What is the subject of the second clause?

Why is the *pronoun* "he" substituted for "Charles"?

What is the predicate of the second clause?

By what adverb is the predicate directly limited?

What other word directly limits it?

For what noun is the pronoun substituted?

§ 38. The following pronouns are used as the subject of a proposition, or to explain and describe the subject denoting the same person or thing : —

I,	Thou,	He,	She,	It.
We,	Ye,	You,	They.	

#### EXAMPLE.

I informed George of the arrival, and he was very sad.

In the first clause, the *pronoun* "I," used to designate the *person speaking*, is the subject, and "informed George of the arrival" is the modified predicate.

In the second clause, the *pronoun* "he," which is substituted for the *noun* "George," and represents the *person* denoted by that noun, is the subject, and "was very sad" is the modified predicate.

"Very" is an *adverb*, limiting "sad," and "sad" is an *adjective* in the predicate, coupled with the subject "he" by the *copula verb* "was."

The two clauses, connected by the *conjunction* "and," form a compound sentence.

## EXERCISES.

- ( Thou art the man, if I am rightly informed. )  
 ( We requested Anna to go, but she refused. )  
 ( You were angry, because they were rewarded. )  
 I would not quarrel, if I were you.  
 Ye are base deceivers of the public.

## QUESTIONS.

- In the first exercise, what is the subject of the first clause?  
 What is it used to designate?  
 What is the modified predicate?  
 What is the subject of the second clause?  
 What is it used to designate?  
 What is the predicate?  
 By what is the predicate directly limited?  
 What is the modified predicate?  
 What word connects the two clauses?  
 Are both propositions independent?  
 What do the two propositions form?

NOTE. Construct and analyze other sentences, as above.

§ 39. The following pronouns, denoting the possessor or owner, directly limit words denoting the persons or things possessed or owned: —

My,	Thy,	His,	Her,	Its,
Our,	Your,	Their.		

## EXAMPLE.

My son found your book in the street.

Here "son" is the subject, and is directly limited by the pronoun "my," which represents the person

*speaking*, and shows *whose* son is spoken of. "Found" is the predicate, and is directly limited by the *noun* "book," which is the object of its action, showing *what* the son has found, and *indirectly*, by the *noun* "street," showing *where* the book was found.

"Book" is directly limited by the *pronoun* "your," representing the *person addressed*, and denoting the *owner* of the book. Hence, "my son" is the modified subject, and "found your book in the street" is the modified predicate.

## EXERCISES.

Sounds of tenderness are in thy voice.

His father was pleased with her appearance.

Your friends are also our friends.

I was pleased with the plan and its operation.

The men and their families were already there.

We sought our friends, but they had returned  
to their homes.

## QUESTIONS.

In the first exercise, what is the subject?

By what is the subject limited?

Is the limitation direct, or indirect?

What is the predicate?

By what is it indirectly limited?

What word directly limits the *noun* "voice"?

What does "thy" represent?

What does it denote?

What is the modified subject?

What is the modified predicate?

**NOTE.** Construct and analyze, as above.

§ 40. The following pronouns not only represent the possessor or owner, but also save the repetition of the word denoting the person or thing possessed or owned : —

Mine,	Thine,	Hers,
Ours,	Yours,	Theirs,
and sometimes		
His.		

#### EXAMPLE.

The horse and chaise are mine.

Here the two *nouns*, "horse" and "chaise," connected by the *conjunction* "and," constitute a compound subject, and have the *verb* "are" for a predicate.

The *pronoun* "mine," which limits the *verb* "are" not only represents the speaker, and denotes the *own* of the horse and chaise, but also prevents the necessity of *repeating* the words that indicate the thing owned. The pronoun is connected with the compound subject by the *copula* "are."

#### EXERCISES.

The hat is mine, but the coat is yours.

Her friends were pleased, but mine were disappointed.

The book is mine, and the new sled is yours.

( William and Thomas said, that the books were theirs. \

May the consolations of religion be thine.

James said that the apples were his.

Jane was pleased with her doll, but we disliked  
ours.

#### QUESTIONS.

What are the two clauses, in the first exercise?

What is the word called which connects them?

What is the modified subject of the first clause?

What is the modified predicate?

What does the *pronoun* "mine" represent?

Of what does it save the repetition?

With what does the *copula* "is" connect the *pronoun*?

Who is the owner of the hat?

What is the subject of the second clause?

To what class does the word "yours" belong?

Whom does it represent as the owner of the coat?

Of what word does it prevent the repetition?

What couples it to that word?

**NOTE.** Construct and analyze, as above.

§ 41. The following pronouns limit words directly and indirectly, in all the relations of nouns, except those of the subject, and of the possessor or owner:—

Me,	Thee,	Him,	Her,	It,
Us,		You,		Them.

#### EXAMPLE.

William gave the book to me, and I now  
give it to you.

*In this sentence, "William" is the subject of the*

first clause, and "gave" is the predicate. "Gave" is directly limited by the *noun* "book," which is immediate object of its action, and denotes the thing given; and indirectly by the *pronoun* "me," representing the person speaking, and denoting to whom the book was given.

The *pronoun* "I," representing the speaker, is subject of the second clause, and the *verb* "give" is the predicate. "Give" is directly limited by the *verb* "now" and the *pronoun* "it," here used to the repetition of the *noun* "book"; and indirectly by the *pronoun* "you," representing the person addressed, and denoting to whom the book is given.

#### EXERCISES.

Anna brought the apples to us, and we returned them to her.

Samuel's father depended on him for support.

The horse ran with the carriage, and broke.

I charge thee to fling away ambition.

#### QUESTIONS.

In the first exercise, what is the subject of the first clause?

What is the predicate?

By what is the predicate directly limited?

By what is it indirectly limited?

What does the *pronoun* "us" represent?

What is the subject of the second clause?

What does it represent?

What is the predicate?

By what is the predicate directly limited?

Of what does the *pronoun* "them" save the repetition?

By what is the predicate indirectly limited?

What word connects it with the predicate?

Of what does the *pronoun* "her" save the repetition?

NOTE. Construct and analyze, as above.

§ 42. The following COMPOUND PRONOUNS are used emphatically or reflexively,\* in the several relations of the words which they represent, except that of possessor or owner:—

Myself,	Thyself,	Yourself,
Himself,	Herself,	Itself,
Ourselves,	Yourselves,	Themselves.

#### EXAMPLE.

I saved the boy myself, but the sailors put themselves in great peril to render assistance.

Here the *pronoun* "I," representing the person speaking, is the subject, and is rendered emphatic by the *compound pronoun* "myself," directly modifying it, and denoting the same person; hence "I, myself," is the modified subject.

"Saved," the predicate, is directly limited by the *noun* "boy," denoting the object of the action of the *verb*; hence "saved the boy" is the modified predicate.

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\* They are said to be used *reflexively* when they directly or indirectly limit a verb, and denote the same person or thing as the subject of that verb.



In the second clause, "sailors," the subject, is rectly modified by the *article* "the." "Put" is predicate, and is directly limited by the *compound noun* "themselves," representing the same persons the *noun* "sailors," and used instead of that word, denote that the action expressed by the verb, as originating in the sailors, also terminated in the same persons.

The *noun* "peril," connected with "put" by *preposition* "in," is directly limited by the *adjective* "great;" and the *verb* "render," connected with "put" by the *preposition* "to," has the *noun* "assistance" as the object limiting its action. Hence "themselves in great peril to render assistance" is modified predicate.

The two clauses constituting the compound sentence, are independent propositions, connected by *conjunction* "but."

#### EXERCISES.

The gentleman, himself, was there, and cautioned the boys not to injure themselves.

Anna amuses herself with her dolls.

Thou, thyself, wilt shortly find, that the story without foundation.

We must blame ourselves for the failure.

You, yourselves, must have known better.

#### QUESTIONS.

What is the subject of the first exercise?

By what is it directly modified, besides the *article* "the"?

For what is the *pronoun* "himself" used?

What are the two predicates?

By what are they connected?

What directly limits the second predicate?

What verb indirectly limits it?

By what adverb is the *verb* "injure" limited?

What other word directly limits it?

What does it represent?

NOTE. Construct and analyze, as above.

§ 43. The following words, used to specify particular persons or things, like adjectives, directly limit the words denoting those persons or things, and are called DEMONSTRATIVE ADJECTIVE PRONOUNS.

This, That, These, Those,  
and sometimes  
Former, Latter.

#### EXAMPLE.

Father bought this sled, but that knife was  
a present from my uncle.

In the first clause, "father" is the subject, and "bought" is the predicate, having for its limiting object the *noun* "sled"; which is itself directly limited by the *demonstrative pronoun* "this," specifying the *particular* sled which was bought.

In the second clause, the *noun* "knife" is the subject, which is directly limited by the *demonstrative pronoun* "that," specifying definitely what knife was given by the uncle; thus "that knife" is the *modified subject*.

The predicate is limited by the *noun* "present," denoting the same thing as the subject, and connected with it by the *copula* "was." The *noun* "uncle" is connected with the *noun* "present," which it limits, by the *preposition* "from"; and is itself directly limited by the *pronoun* "my," representing the speaker, and denoting the possessor.

The two clauses, connected by the *conjunction* "but," constitute a compound sentence.

#### EXERCISES.

I will gladly exchange these skates for that book.  
William made this basket, and his sisters made  
those cakes.

Intemperance and slavery were proposed for  
discussion, but the speakers dwelt  
upon the latter subject.

This book treats of fishes and birds, but the  
larger part is devoted to a description  
of the former class.

#### QUESTIONS.

In the first exercise, what is the subject?

What is the predicate?

What adverb directly limits the predicate?

What is the object which directly limits the predicate?

By what is "skates" directly limited?

What does the *pronoun* "these" specify?

By what is the predicate indirectly limited?

What word directly limits the *noun* "book"?

For what is it used?

What is the modified predicate?

**NOTE.** Construct and analyze, as above.

§ 44. The following words, referring to persons or things, without specifying any particular one of them, like adjectives directly limit the words denoting those persons or things, and are called INDEFINITE ADJECTIVE PRONOUNS.

Some, Other, One, Any, All, Such,  
and sometimes  
No, None, Whole, Both, Several.

EXAMPLE.

Some teachers allow their pupils to study  
in any manner.

In the first clause, the *noun* "teachers" is directly limited by the *indefinite pronoun* "some," which does not specify any particular teachers, but leaves it indefinite who they are. The *noun* "manner," which is indirectly connected with "study" by "in," is directly limited by the *indefinite pronoun* "any," making the signification of "manner" *general*, instead of particular. The *pronoun* "their," representing the *noun* "teachers," denotes possession, and directly limits the *noun* "pupils," denoting the persons possessed.

EXERCISES.

Some men are envious of other people.

All men desire to be respected.

Such persons should be regarded with no favor.

One boy derives pleasure from study.

Other boys are idle and mischievous.  
 Man's whole life on earth is a struggle.

QUESTIONS.

In the first exercise, what is the subject?  
 By what pronoun is the subject limited?  
 Does it specify what men are envious?  
 What does the *adjective* "envious" limit?  
 By what is it indirectly limited?  
 What word directly limits the *noun* "people"?  
 To what class does "other" belong?  
 Why is it called *indefinite*?  
 What is the modified subject?  
 What is the modified predicate?

NOTE. Construct and analyze, as above.

§ 45. The following words, used to indicate, separately or singly, the several persons or things included in a number, like adjectives, directly limit a word, denoting one of those persons or things, and are called DISTRIBUTIVE ADJECTIVE PRONOUNS :—

Each, Every, Either, Neither.

EXAMPLE.

Each boy stood up, and recited every word of the lesson.

Here the *subject* "boy" is directly limited by the *distributive pronoun* "each," including the whole, but denoting them singly.

The *verbs* "stood" and "recited," connected by

the *conjunction* "and," constitute a compound predicate; "stood" being limited by the *adverb* "up," and "recited" by "word," which denotes the object of its action, and which is itself directly limited by the *distributive pronoun* "every," indicating that the words are considered singly. "Word" is indirectly limited by the *noun* "lesson," with which it is connected by the *preposition* "of."

## EXERCISES.

Either gentleman may have been present, for  
the house is very large.

Neither person is a favorite of mine, but I  
uniformly treat all men with courtesy.

I wish to see every man temperate and kind:  
Each day brings intelligence of some disaster.

## QUESTIONS.

What is the subject of the first clause?

By what is it directly limited?

Does the pronoun indicate that only one was present?

What is the predicate?

What adjective directly modifies it?

What connects this adjective with the subject?

What is the subject of the second clause?

By what is the predicate modified?

By what is this adjective in the predicate connected with the subject?

What directly modifies this adjective?

What word connects the two clauses?

What is the meaning of the word?

To what class does it belong?

**NOTE.** Construct and analyze several sentences

§ 46. The demonstrative, indefinite, and distributive pronouns are sometimes used alone, in the relations of the words which they limit, and thus save their repetition.

EXAMPLE.

All have studied the lessons, but these  
can recite it best.

Here the *indefinite pronoun* "all," used alone, in the relation of the word "scholars," which it limits, and of which it saves the expression, is the subject of the first clause; and the *demonstrative pronoun* "these," used alone, in the same manner, and for the same reason, is the subject of the second clause. The first predicate, "have studied," is directly limited by the *noun* "lesson," which is the object of its action. The second predicate, "can recite," is directly limited by the *pronoun* "it," used to save the repetition of the *noun* "lesson," and by the *adverb* "best," used to denote the comparative manner in which "these can recite it."

EXERCISES.

Either may have done the mischief, but all must  
have known about it.

My father took these, but I should have chosen  
those.

One remained in Boston, and the other returned  
to the country:

The officers followed the thieves, and caught  
both.

Some were angry, but these were perfectly calm.

QUESTIONS.

In the first exercise, what is the subject of the first clause?

To what class of words does it belong?

How is it used?

Of what does it save the expression?

What is the predicate?

By what is the predicate directly limited?

What is the subject of the second clause?

To what class does it belong?

What is the predicate?

By what is the predicate indirectly limited?

Of what word does the *pronoun* "it" save the repetition?

**NOTE.** Construct and analyze, as above.

§ 47. Clauses connected with others by the following **RELATIVE PRONOUNS**, indirectly limit the words which the pronouns represent.

Who, Which, That, Whose, Whom.

EXAMPLE.

Here is the boy whose sled I borrowed.

In the principal clause, the *subject* "boy" is directly limited by the *article* "the," and indirectly by the clause "whose sled I borrowed," which is connected with it by the *relative pronoun* "whose," expressing



the relation of the modifying clause to the subject of the principal one.

In the limiting clause, the *pronoun* "I," representing the speaker, is the subject; "borrowed" is the predicate, and is directly limited by the *noun* "sled."

The *noun* "sled," denoting the thing borrowed, is directly limited by the *pronoun* "whose," representing the *noun* "boy," and indicating that he is the owner of the sled. Thus "whose" is both a pronoun and a connective.

The modifying clause of this compound sentence may be enclosed by the principal one, thus: "The boy whose sled I borrowed is here."

#### EXERCISES.

The man who purchased father's horse seemed to be well pleased with his bargain.

They are the boys with whom the teacher requested us not to associate.

James lost the knife which John has found.

An adjective is a word that directly limits a noun.

Here is the child that made so much noise.

#### QUESTIONS.

What is the subject of the principal clause?

By what is it directly limited?

By what is it indirectly limited?

What connects the limiting clause with the principal one?

Of what word does the *pronoun* "who" save the repetition?

What is the subject of the limiting clause?

What is the predicate of the limiting clause?

By what is it limited?

What limits the noun "horse"?

What is the modified predicate of the principal clause?

NOTE. Construct and analyze, as above.

§ 48. The following words stand in a twofold relation to a sentence, constituting a part of each of the two clauses which they connect, and are called **COMPOUND RELATIVE PRONOUNS**:—

What, Whatever, Whatsoever, Whoever,  
Whosoever, Whichever, Whichsoever.  
Whomsoever.

#### EXAMPLE.

What the man earned during the day was  
squandered in the evening.

Here the two clauses are connected by the *compound pronoun* "what."

"The man" is the modified subject of the limiting clause; "earned" is the predicate, and is directly limited by "what," which is the object of its action. "What" is also the subject of the principal clause, and is modified by the limiting clause, "what the man earned during the day," denoting that the amount squandered was equal to the amount earned. Thus the word "what," besides being a connective, represents two words; and the sentence is equivalent to the following:—"That was squandered in the evening, which the man earned during the day."

## EXERCISES.

Whoever wishes to excel, must study hard.  
 Whatever we undertake, we should accomplish.

You can take whichever you choose.

Whosoever desires riches, must be diligent.  
 Whatsoever our hands find to do, we are com-  
 manded to do diligently.

What cannot be avoided, must be patiently  
 endured.

I forgot what the teacher said.

## QUESTIONS.

In the first exercise, what word is used in a twofold relation,  
 being the subject of each clause?

What is it called?

To what two words is it equivalent?

What is the predicate of the leading clause?

What adverb directly modifies it?

What is the predicate of the modifying clause?

By what is it indirectly limited?

What connects the limiting word with the predicate?

What word connects the two clauses?

NOTE. Construct and analyze, as above.

§ 49. When the following words represent persons or things as *objects of inquiry*, they are used in the relations of the words denoting those persons or things, and are called INTERROGATIVE PRONOUNS: —

*Who, Whose, Whom, Which, What.*

## EXAMPLE.

Whom did you find ready to enlist?

Here the *pronoun* "you," representing the person spoken to, is the subject; the *verb* "did find" is the predicate, and is directly limited by the interrogative *pronoun* "whom," representing the persons concerning whom the question is asked, in the relation of the object of the action expressed by the verb.

The *adjective* "ready" directly limits "whom," expressing the willingness of the persons represented, and is itself indirectly limited by the *verb* "enlist," expressing the purpose for which they were in readiness; and "did find whom ready to enlist" is the modified predicate.

## EXERCISES.

Whose knife did you find on the floor?

Who bought the book and gave it to Anna?

What does the artful man gain by his intrigues?

What man can we find ready to lead in this undertaking?

Which horse did father conclude to buy?

By whom has temperance been uniformly opposed?

## QUESTIONS.

In the first exercise, what word is the subject?

To what class does it belong? \*

What does it here represent? \*

What is the predicate ?

What word directly limits it as the object of its action ?

What word represents the person concerning whom the question is asked ?

In what relation does it represent him ?

What does it directly limit ?

What is " whose " here called ?

By what word is the predicate indirectly limited ?

What is the word called that connects it with the predicate ?

NOTE. Construct and analyze, as above.

§ 50. Words are sometimes used without any connection by grammatical relation with other words.

§ 51. Nouns having no grammatical relation to other words in the sentence are said to be *independent*.

EXAMPLE.

Soldiers, the time has arrived which must test our valor in the open field.

Here the *noun* " soldiers," having no grammatical relation to other words in the sentence, is independent, and is used merely to call the attention of the persons whom it represents, and who are addressed.

The *noun* " time," which is the subject of the principal clause, is limited by the relative clause, " which must test our valor in the open field."

The *relative pronoun* " which " is the subject of the *limiting clause*, and connects it with the *noun* " time."

**REMARK.** Sometimes a noun used independently is modified.

**EXERCISES.**

The pilgrim fathers, where are they ?  
 Glorious mirror, where the Almighty's form  
 glasses itself in tempests.  
 Friends, I come not here to talk.  
 James, have you recited your lesson ?  
 Mr. President, I have but one lamp by which  
 my feet are guided.  
 Fellow-citizens, I submit these considerations  
 to your cool and unbiased judgment.

**QUESTIONS.**

By what is the *noun* "fathers" modified ?  
 Has it any grammatical relation to other words ?  
 How is it used ?  
 What is the subject of the sentence ?  
 For what purpose is the *noun* "fathers" used ?  
 What is the predicate ?  
 By what is the predicate limited ?  
 How is this proposition stated ?

**NOTE.** Construct and analyze, as above.

§ 52. Words having no grammatical relation to other words, and used to express passion or emotion, are called **INTERJECTIONS**.

**EXAMPLE.**

Alas ! the remedy came too late.  
*Here the interjection "alas" has no grammatical*

relation to other words, but is used independently, merely to express the emotion of disappointment or regret.

"Remedy," the subject, is modified by the *article* "the." "Came," the predicate, is modified by the *adverb* "late," which is itself modified by the *adverb* "too."

#### EXERCISES.

O Lord ! how great is thy goodness !

Ah ! it is Pythias himself.

Ha ! they please me now.

Hush ! we must trust alone in Heaven.

Pugh ! the man, sir, was a fool.

O ! I have lost parents, and home, and friends.

#### QUESTIONS.

In the first exercise, what word is used merely as an exclamation of reverence ?

To what class does it belong ?

Has the *noun* " Lord " a grammatical relation to any other word ?

How is it used ?

What is the subject of the sentence ?

What is the predicate ?

How is the adjective in the predicate connected with the subject ?

By what is the *adjective* " great " limited ?

NOTE. Construct and analyze, as above.

§ 53. Adverbs sometimes connect clauses, and express the relation that exists between *them*

## EXAMPLE.

When father returned, the boys received presents.

Here the dependent clause, "when father returned," is connected with the leading clause, "the boys received presents," by the *adverb* "when," which expresses the relation of time existing between the two actions to be the same, or that of immediate succession.

The sentence may be arranged thus: "The boys received presents when father returned."

## EXERCISES.

The officers took the thieves, while they were dividing their plunder.

The books will be found where they were left by you.

I shall remain here till William returns.

He recognized me while I was passing in the street.

The teacher instructed me how I should enter a room.

I was fond of sport when I was young.

## QUESTIONS.

Of how many propositions does the first exercise consist?

What connects the dependent with the leading clause?

Does it show the relation existing between the two actions?

In what respect?



What is the subject of the first clause ?

What is the predicate ?

By what is the predicate directly limited ?

What is the subject of the second clause ?

Of what does it save the repetition ?

What is the predicate ?

By what is it directly limited ?

By what is the *noun* "plunder" directly limited ?

**NOTE.** Construct and analyze, as above.

§ 54. A phrase or clause may be the subject of a proposition, or may limit the predicate, either representing the object of the action expressed by the verb, or denoting the same thing as the subject.

**EXAMPLE.**

To relieve misery and want, is the great boon of wealth.

Here the two *nouns* "misery" and "want," connected by the *conjunction* "and," directly limit the *verb* "relieve," expressing the objects of its action; and the *phrase* "to relieve misery and want" is the subject of the proposition.

The predicate "is," which is directly modified by the *noun* "boon," connects it with the subject.

"Boon" is directly limited by the *adjective* "great" and *article* "the," and indirectly by the *noun* "wealth," which is connected with it by the *preposition* "of."

## EXERCISES.

The gentleman could not ascertain how his money had been recovered.

That wealth is often preferred to wisdom, is only another proof of human weakness.

To see the sun, is pleasant.

To know God, and to serve him, should be the great objects of our existence.

To treat our enemies kindly, is the surest way to make friends of them.

His object was, to get money.

The benevolent man loves to be always engaged in some good work.

## QUESTIONS.

In the first exercise, what is the subject of the first clause?

What is the predicate?

What could not the gentleman ascertain?

What does the phrase "how his money had been recovered" represent?

By what is "could ascertain" modified, besides the adverb "not"?

What is the subject of the limiting clause?

What is the predicate?

By what adverb is the predicate limited?

What connects the limiting with the leading clause?

NOTE. Construct and analyze, as above.

§ 55. When a sentence has several parts, each containing one or more distinct prop-

ositions, these parts are called *members*, and the propositions in each member, its *clauses*.

EXAMPLE.

William looked for the book where he left it, but it had been removed; then his father, who had just returned, searched for it, and it was soon found.

Here the first member contains three distinct propositions, two of which are independent, and connected by the *conjunction* "but."

The leading clause, "William looked for the book," is modified by the dependent clause, "where he left it," connected with it by the *adverb* "where," expressing the relation of place between the two actions to be identical.

The second member is connected with the first by the *adverb* "then," expressing the relation of time existing between them to be, that the actions set forth in the second, immediately succeeded those in the first member.

The second member contains three distinct propositions, two of which are independent, and connected by the *conjunction* "and."

The subject of the leading clause is limited by the relative clause, "who had just returned," connected with the *noun* "father" by the *pronoun* "who," representing the same person.

## EXERCISES.

As we are soon to part, we will take you by the hand ; and we hope that the Great Spirit will protect you, and return you to your friends.

We considered them to be friends, for they called us brothers ; and we believed them, and gave more land to them.

We consider that the tree has answered its highest purpose ; for it has arrived at maturity, and has yielded perfect fruit.

## QUESTIONS.

How many propositions does the first member of the first exercise contain ?

What word connects them ?

How may the first member be transposed ?

How many propositions are there in the second member ?

What clause represents the limiting object of "hope" ?

What part of the limiting clause is compound ?

What is the subject of the limiting clause ?

What are the two predicates ?

What word connects the two predicates ?

By what word is the limiting clause connected with the clause "we hope" ?

What connects the two members of the sentence ?

NOTE. Construct and analyze, as above.

§ 56. The following table exhibits a concise view of the classes of words that may be used as connectives:—

TABLE V.

## CONNECTIVES.

<i>Prepositions</i> *	{ connect words only, }	showing the relation between them.
<i>Conjunctions</i> †	{ connect words or clauses, }	showing the relation of clauses.
<i>Adverbs</i> *	{ connect an adverbial clause with the word it limits, }	showing the relation
<i>Pronouns</i> , { relative, † compound relative, †	{ connect a relative clause with the word it limits, }	of the clauses.

## QUESTIONS.

- What do prepositions connect?  
 Do they ever connect clauses?  
 Between what do they show the relation?  
 What do conjunctions connect?  
 Of what do they show the relation?  
 What do adverbs connect?  
 Of what do they show the relations?  
 Does the modifying clause, which is connected with another clause by an adverb, modify a verb or a noun?  
 What do pronouns connect?  
 What pronouns are used as connectives?  
 Does the relative clause, which is connected with the other by a pronoun, modify a verb or a noun?  
 Of what do they show the relations?

\* § 14.

† § 27.

• § 53.

• § 47.

• § 48.

§ 57. The following is a connected view of the relative, interrogative, and adjective pronouns, as illustrated in the preceding sections:—

## TABLE VI.

## PRONOUNS.

*Relative.*<sup>a</sup>—Who, whose, whom, which, that.

*Compound Relative.*<sup>b</sup>—What, whatever, whatsoever, whoever, whosoever, whomsoever, whichever, whichsoever.

*Interrogative.*<sup>c</sup>—Who, whose, whom, which.

## ADJECTIVE PRONOUNS.

*Demonstrative.*<sup>d</sup>—This, that, these, those, former, latter.

*Indefinite.*<sup>e</sup>—Some, other, one, any, all, such, no, none, both, several.

*Distributive.*<sup>f</sup>—Each, every, either, neither.

## QUESTIONS.

Which are the relative pronouns?

Which of the relative pronouns cannot be used as an interrogative?

Which are the compound relatives?

Into what three classes are adjective pronouns divided?

Which are the demonstrative?

Which are the indefinite?

Which are the distributive?

§ 58.\* A noun always represents either the person speaking, the person spoken to, or the person or thing spoken of; and, in each of these relations, has its appropriate pronouns, hence called PERSONAL PRONOUNS.

§ 59. When a noun denotes the person speaking, it is said to be of the FIRST PERSON, and may be represented by the following pronouns : —

I, My, Mine, Me, We, Our,  
Ours, Us, Myself, Ourselves.

EXAMPLE.

I, George Washington, hereby advise, that we should publicly give thanks to God for our success.

---

\* The preceding sections exhibit the relation existing between each word and the other words of a sentence, showing for what purpose it is used, and how it affects the meaning.

The relations peculiar to each class of words have been illustrated by appropriate examples, one of which has, in every case, been analyzed, to assist the pupil in understanding them, and constructing similar sentences.

We have deviated from the usual course of perplexing the child with the intricacies of what are called the *properties* of words, as mode, tense, person, gender, &c., at a time when he is but ill prepared to comprehend the application of such details. If the pupil is familiar with the principles already *illustrated*, he is now prepared to enter understandingly upon *these details*, and to see their adaptation and use.

Here the *personal pronoun* "I," representing the speaker, and consequently of the *first person*, is the subject of the leading clause, and is directly limited by "George Washington," denoting the name of the speaker, and representing the same person as "I," and therefore of the *first person*.

The *personal pronoun* "we," representing a company of whom the speaker is one, is of the first person, and is the subject of the second clause.

The predicate "should give" is directly limited by the *adverb* "publicly," and the *noun* "thanks," which is the object of its action; and indirectly by the *nouns* "God" and "success," showing to *whom* thanks were to be given, and for what *cause*.

"Success" is directly limited by the *personal pronoun* "our," denoting possession, and representing a company which includes the speaker, and consequently of the *first person*.

The two clauses are connected by the *conjunction* "that."

#### EXERCISES.

We, the subscribers, vouch for the facts which have been stated by our secretary.

I, Paul, have written it.

We, James Morgan and Samuel Draper, agree to pay one hundred dollars, on demand.

#### QUESTIONS.

Whom does the *pronoun* "we" represent?

Of what person is it?

By what is "we" directly limited?

Whom does "subscribers" represent?



Of what person is it ?

What is the predicate of the first clause ?

By what is it indirectly limited ?

What is the subject of the second clause ?

What does the *relative pronoun* " which " represent ?

What connects the two clauses ?

What is the predicate of the relative clause ?

By what is the predicate indirectly limited ?

What word directly limits the *noun* " secretary " ?

What does " our " represent ?

Of what person is it ?

What does it denote ?

NOTE. Construct and analyze, as above.

§ 60. When a noun denotes the person spoken to, it is said to be of the **SECOND PERSON**, and may be represented by one of the following pronouns : —

Thou,	Thine,	Your,	Yourself,
You,	Thee,	Yours,	Yourselves.
Thy,	Ye,	Thyself,	

#### EXAMPLE.

Thou, William, still art young, and dost not see the danger.

Here the *personal pronoun* " thou," representing the person spoken to, and consequently of the *second person*, is the subject, which is directly limited by " William," denoting the name of the person addressed, and representing the same person as " thou," and therefore of the *second person*.

"Art" and "dost see," connected by the *conjunction* "and," constitute a compound predicate.

"Art" is directly modified by the *adverb* "still," and the *adjective* "young," connected with the subject by the predicate.

"Dost see" is directly limited by the *adverb* "not," and the *noun* "danger," which denotes the object of its action, and is itself directly limited by the *article* "the."

#### EXERCISES.

Sir, I must believe you, for these mourners are  
your witnesses.

Cassius, if I have veiled my look, I turn the  
trouble of my countenance upon myself.

Good Brutus, can you see yourself?

Fitz-Eustace, you, with Lady Clare,

May bid your beads, and patter prayer.

#### QUESTIONS.

Has the *noun* "sir" any grammatical relation to the other words in the first exercise?

How is it used?

For what purpose is it used?

Whom does it denote?

Of what person is it said to be?

What is the subject of the first clause?

What does it represent?

Of what person is it?

What is the predicate?

By what is the predicate directly limited?

What does the *pronoun* "you" represent?

Of what person is it?

What is the subject of the second clause?

By what is it directly limited ?

To what class does " these " belong ?

By what is the predicate " are " directly limited ?

Whom does the *pronoun* " your " represent ?

What does it denote ?

Of what person is it ?

NOTE. Construct and analyze, as above.

§ 61. When a noun denotes the person or thing spoken of, it is said to be of the **THIRD PERSON**, and may be represented by one of the following pronouns : —

He,	She,	It,	Their,
His,	Hers,	Its,	Theirs,
Him,	Her,	Itself,	Them,
Himself,	Herself,	They,	Themselves.

#### EXAMPLE.

George bought the book, but he has since given it to his brother.

The *noun* " George " is of the *third person*, because the person indicated by it is here *spoken of*.

The *personal pronouns* " he " and " his " are used to prevent the repetition of " George," being of the *third person*.

" Book," also, is of the *third person*, because it denotes a thing *spoken of*, and is represented by its appropriate *pronoun*, " it," which is of the *third person*.

" George " is the subject of the first clause, and " bought " the predicate, which is directly limited by " *a noun* " book." " He " is the subject of the second

clause, and "has since given it to his brother" is the modified predicate.

## EXERCISES.

The Indians assembled under a prodigious elm-tree, and William Penn, with his friends, went to meet them.

William purchased a knife, and gave it<sup>a</sup> to his<sup>b</sup> sister, who<sup>c</sup> showed it<sup>a</sup> to her<sup>b</sup> parents, and informed them<sup>b</sup> that it<sup>a</sup> was a present from him.<sup>a</sup>

The lady herself<sup>a</sup> was much pleased with the article, and soon learned its<sup>b</sup> use.

## QUESTIONS.

Of what person is the *noun* "Indians"? Why?

By what pronoun is it represented in the second clause?

What is the subject of the first clause?

What is the predicate?

By what is the predicate indirectly limited?

What word connects "elm-tree" with the predicate?

What is the subject of the second clause?

By what pronoun is it represented?

What is the predicate?

What word connects "friends" with "went"?

By what is "friends" directly limited?

Of what person is "his"? Why?

By what verb is the predicate limited?

By what is the *verb* "meet" limited?

Of what person is "them"? Why?

NOTE. Construct and analyze, as above.

‡ § 62. Nouns are varied in their forms to denote one person or thing, or more than one, and, in each case, are represented by appropriate pronouns.

§ 63. A noun denoting one person or thing, is said to be of the singular number, and may be represented by one of the following personal pronouns:—

I,	Thou,	You,	His,	Her,
My,	Thine,	Your,	Him,	Herself,
Mine,	Thy,	Yours,	Himself,	It,
Me,	Thee,	Yourself,	She,	Its,
Myself,	Thyself,	He,	Hers,	Itself.

#### EXAMPLE.

James found the knife which John lost, and gave it to him.

In this sentence, the *noun* "James" is the subject, and the *verbs* "found" and "gave," connected by the *conjunction* "and," constitute a compound predicate. As "James" is the name of a person *spoken of*, it is of the third person; and as it denotes but *one* person, it is of the singular number.

"Found" is directly limited by the *noun* "knife," which is of the third person, and singular number, because it denotes but one thing, and that, a thing *spoken of*; and is represented by its appropriate *pronoun* "it," which is of the same person and number *itself*.

"Knife" is limited by the *relative clause* "which John lost," connected with it by the *pronoun* "which."

"John," the subject of the relative clause, is of the third person, because it denotes the person spoken of; and of the singular number, because it denotes but one person; and is represented by its appropriate *pronoun* "him," which is of the same person and number as the noun it represents.

## EXERCISES.

Anna,<sup>a</sup> you<sup>b</sup> may take your<sup>c</sup> grammar, and  
analyze a sentence.

The gentleman himself<sup>d</sup> saw the house before  
he<sup>b</sup> purchased it.<sup>e</sup>

Jane examined the bonnet herself before she  
decided to take it.

Virtue is its own reward.

## QUESTIONS.

In the first exercise, of what number is "Anna"? Why?

By what pronouns is it represented?

Of what number are the pronouns representing "Anna"?

Of what person are the words "Anna," "you," and

"your"? Why?

Has the *noun* "Anna" any grammatical relation to the other words in the sentence?<sup>e</sup>

How is it used?

What is the subject of the sentence?

What is the first predicate? The second?

What connects the two words constituting the compound predicate?

Of what person and number is "grammar"? Why?

Of what person and number is "sentence"? Why?

NOTE. Construct and analyze, as above.

§ 64. Nouns denoting more than one person or thing, are said to be of the plural number, and may be represented by the following personal pronouns:—<sup>a</sup>

We,	Ourselves,	Yours,	Theirs,
Our,	Ye,	Yourselves,	Them,
Ours,	You,	They,	Themselves.
Us,	Your,	Their,	

EXAMPLE.

The boys were highly pleased with their new books, and preserved them carefully.

Here the *noun* "boys," the subject of the sentence, is of the third person, because it denotes the persons *spoken of*; and plural number, because it denotes more than one person; and is represented by the *personal pronoun* "their," which is of the same person and number as the noun it represents. "Were pleased," the first predicate, is directly limited by the *adverb* "highly," and indirectly by the *noun* "books," which is of the third person and plural number, and represented by the *personal pronoun* "them," of the same person and number. "Preserved," the second predicate, is directly limited by the *pronoun* "them," representing the books, and by the *adverb* "carefully," denoting the manner in which they were preserved.

---

<sup>a</sup> It is generally formed by adding *s* or *es* to the singular.

## EXERCISES.

William<sup>a</sup> and I<sup>b</sup> have been to school,<sup>c</sup> and have given to our<sup>e</sup> teachers<sup>d</sup> proofs<sup>e</sup> of our<sup>e</sup> attention<sup>e</sup> to their<sup>e</sup> instructions.<sup>e</sup>

Horses are useful animals, and they<sup>e</sup> should be treated kindly.

Children should treat their<sup>e</sup> parents respectfully, and never grieve them<sup>d</sup> by improper conduct.

QUESTIONS. +

Of what person and number is the *noun* "William," in the first exercise? <sup>e</sup>

What does the *personal pronoun* "I" represent? <sup>f</sup>

Of what person and number is it? Why?

What does the *personal pronoun* "our" represent? <sup>f</sup>

Of what person and number is it? Why?

Of what person and number is the *noun* "teachers"?  
Why?

By what *personal pronoun* is it represented in this sentence?

Of what person and number are the *nouns* "proofs," "attention," and "instructions"? Why?

What words constitute the compound subject of the sentence? <sup>e</sup>

What words constitute the compound predicate? <sup>a</sup>

By what is the first predicate indirectly limited?

By what is the second predicate directly limited?

By what is it indirectly limited?

What word indirectly limits the *noun* "proofs"? <sup>e</sup>

By what is the *noun* "attention" indirectly limited?

**NOTE.** Construct and analyze, as above.

<sup>a</sup> § 61.   <sup>b</sup> § 38.   <sup>c</sup> § 39.   <sup>d</sup> § 41.   <sup>e</sup> § 63.   <sup>f</sup> § 59.

<sup>e</sup> § 27.   <sup>a</sup> § 28.



§ 65. Nouns, by variation in form or otherwise, indicate the sex of the objects which they denote, when such distinction exists.

REMARK. In construction and analysis, the pupil may disregard the distinction of sex, except in nouns of the third person and singular number, when they are represented by appropriate personal pronouns.

§ 66. Nouns denoting males are of the *masculine gender*, and are represented in the third person and singular number by the following personal pronouns: —

He,      His,      Him,      Himself.

EXAMPLE.

The sagacity of Newton led him to his great discovery, and he now stands at the head of philosophers.

Here "sagacity," the subject of the first proposition, denotes *one* thing as *spoken of*, and is therefore of the third person and singular number.

The subject is indirectly limited by the *noun* "Newton," denoting a *male*, and therefore of the *masculine* gender; *spoken of*, and therefore of the *third* person; denoting but *one*, and therefore of the *singular* number; and represented, in this sentence, by the *personal pronouns* "him," "his," and "he."

The predicate "led" is directly limited by "him," which appropriately represents a noun of the masculine gender, third person, and singular number, in the relation of the *object* of an action.

"Discovery" is directly limited by "his," which appropriately represents a noun of the masculine gender, third person, and singular number, in the relation of a *possessor*. The *personal pronoun* "he" is the subject of the second clause, and appropriately represents a noun of the third person and singular number in this relation.

## EXERCISES.

The gentleman<sup>a</sup> sent his<sup>b</sup> son<sup>c</sup> to school, and requested the teacher to instruct him<sup>d</sup> in the usual branches.

The boy<sup>e</sup> injured himself<sup>f</sup> as he<sup>g</sup> was coasting on his<sup>h</sup> new sled.

Every<sup>i</sup> man is himself<sup>j</sup> responsible for his conduct.

## QUESTIONS.

Of what person, number, and gender, is the *noun* "gentleman," in the first exercise? Why?

By what *personal pronoun* is it represented in the relation of a *possessor*?

What word directly limits the *verb* "sent"?

Of what person, number, and gender, is the *noun* "son"? Why?

By what *personal pronoun* is it represented in the relation of the *object* of an action?

---

<sup>a</sup> § 61.   <sup>b</sup> § 63   <sup>c</sup> § 41.   <sup>d</sup> § 42.   <sup>e</sup> § 39.   <sup>f</sup> § 45.

Of what person and number are the nouns "school," "teacher," and "branches"? Why?

What part of this sentence is compound?

What is the subject?

What is the first modified predicate? The second?

NOTE. Construct and analyze, as above.

§ 67. Nouns denoting females are of the *feminine gender*, and are represented, in the third person and singular number, by the following personal pronouns:—

She,        Hers,        Her,        Herself.

#### EXAMPLE.

Ellen was pleased with her presents, and resolved that she would try to deserve them.

Here the noun "Ellen," the subject of the first clause, denotes *one female* as *spoken of*. It is therefore of the third person, singular number, and feminine gender, and represented by "her" and "she."

"Was pleased" and "resolved," connected by "and," constitute the compound predicate of the first clause.

"Was pleased" is indirectly limited by the noun "presents," which is of the third person, and plural number, because it denotes *more than one* thing, as *spoken of*, and is represented by, "them."

"Presents" is directly limited by "her," which appropriately represents a noun of the feminine gender, *third person*, and singular number, in the relation of a *possessor*.

"She," the subject of the second clause, appropriately represents a noun of the feminine gender, third person, and singular number, in this relation.

"Would try," the predicate, is indirectly limited by the *verb* "deserve," connected with it by the *preposition* "to"; and "deserve" is directly limited by "them," which appropriately represents a noun of the third person and plural number, in the relation of the object of an action.

## EXERCISES.

Jane<sup>a</sup> bought the books herself,<sup>b</sup> and she<sup>c</sup> has given them<sup>d</sup> to me.<sup>e</sup>

Woman is the companion of man, and he should treat her<sup>f</sup> with the kindness due to her<sup>g</sup> rank.

This<sup>h</sup> bonnet is Mary's, but that cloak is not hers.<sup>i</sup>

Anna injured herself by her improper conduct.

## QUESTIONS.

Of what person, number, and gender, is the *noun* "Jane," in the first exercise? Why?

By what *compound personal pronoun* may a noun of the feminine gender, third person, and singular number, be represented?

For what is "herself" used in this sentence?

Of what person and number is "books"? Why?

By what *personal pronoun* may a noun of the third person, plural number, in the relation of the object of an action, be represented?

Of what noun does "she," the subject of the second clause, save the repetition?

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<sup>a</sup> § 61. <sup>b</sup> § 63. <sup>c</sup> § 38. <sup>d</sup> § 59. <sup>e</sup> § 41. <sup>f</sup> § 39. <sup>g</sup> § 42.  
<sup>h</sup> § 40.

What *personal pronoun*, then, may represent a noun of the third person, singular number, and feminine gender, in the relation of a subject?

**NOTE.** Construct and analyze, as above.

§ 68. Nouns denoting objects neither male nor female, are of the *neuter gender*, and are represented in the third person and singular number, by the following *personal pronouns*:—

It,            Its,            Itself.

**EXAMPLE.**

George, father has got his new sleigh, and you may ride in it.

Here the *noun* "George," the name of the person *addressed*, denotes but *one*. It is therefore of the second person and singular number.

Having no grammatical relation to other words, it is used independently, and is represented by the *personal pronoun* "you."

The *noun* "father," the subject of the first clause denotes *one* person of the *male* sex, as *spoken of*. It is therefore of the third person, singular number, and masculine gender, and is represented by the *personal pronoun* "his."

"Has got," the predicate of the first clause, is directly limited by the *noun* "sleigh," which denotes *one* object, *neither male nor female*, as *spoken of*. It is therefore of the third person, singular number, and

neuter gender; and is represented by the *personal pronoun* "it."

"Sleigh" is directly limited by the *adjective* "new," and the *personal pronoun* "his," which is used to represent a noun of the masculine gender, third person, and singular number, in the relation of a possessor or owner.

"You," the subject of the second clause, is used to represent a noun of the second person, in this relation. "May ride," the predicate, is indirectly limited by the *personal pronoun* "it," used to represent a noun of the third person, singular number, and neuter gender, in the relation which it here sustains.

#### EXERCISES.

The house<sup>a</sup> is old, and it<sup>b</sup> should be repaired.  
The book<sup>a</sup> is well written, and reflects credit  
upon its<sup>c</sup> au·thor.

We<sup>d</sup> should love the truth, and always adhere  
to it.<sup>e</sup>

Marble itself<sup>f</sup> will finally crumble to dust,  
Fame may give praise, while it withholds  
esteem.

Sooner or later, virtue will obtain its reward.

#### QUESTIONS.

Of what person, number, and gender, is "house," in the first exercise? Why?

By what is the *verb* "is" directly limited?

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<sup>a</sup> § 61.    <sup>b</sup> § 63.    <sup>c</sup> § 39.    <sup>d</sup> § 64.    <sup>e</sup> § 41.    <sup>f</sup> § 42.



## PLURAL NUMBER.

First Person. { We, || Second Person. { You or Ye,  
 Person. { Ourselves. || Person. { Yourselves.

Third Person. { They,  
 Person. { Themselves.

## EXAMPLE.

The boy has a strong desire to learn, and he will undoubtedly succeed.

In this sentence, the *noun* "boy" denotes *one* person of the *male* sex, as *spoken of*. It is therefore of the third person, singular number, and masculine gender. It is the *subject* of the first clause, and therefore in the *nominative case*.

The predicate "has" is directly limited by the *noun* "desire," which is itself directly limited by the *article* "a" and the *adjective* "strong," and indirectly by the *verb* "learn," connected with it by the *preposition* "to."

The *personal pronoun* "he" represents the *noun* "boy," and is therefore of the third person, singular number, and masculine gender. It is the subject of the second clause, and therefore in the *nominative case*.

"Will succeed," the predicate, is directly limited by the *adverb* "undoubtedly."

## EXERCISES.

The girls<sup>a</sup> were good scholars,<sup>b</sup> and their<sup>c</sup> parents<sup>b</sup> were desirous that they<sup>d</sup> should be rewarded.

---

<sup>a</sup> § 61.

<sup>b</sup> § 64.

<sup>c</sup> § 39.

<sup>d</sup> § 38.



Thou,<sup>a</sup> thyself,<sup>b</sup> wilt find that the smile<sup>c</sup> or  
frown of Heaven<sup>d</sup> is given to virtue or vice.  
We<sup>e</sup> found ourselves<sup>f</sup> in the greatest trouble.  
Anna<sup>g</sup> gave a ring to her<sup>h</sup> sister, and she<sup>i</sup> wore  
it<sup>k</sup> constantly.

How blessings<sup>l</sup> brighten as they take their flight!

### QUESTIONS.

What is the person, number, gender, and case, of "girls"? <sup>g</sup>  
Why?

What is the predicate of the first clause?

By what noun, denoting the same persons as the subject, is  
it limited? <sup>h</sup>

In what case is "scholars"? Why?

What is the subject of the second clause?

What is the person, number, and case, of "parents"?  
Why?

By what is it directly limited?

Of what is the *pronoun* "their" the appropriate represent-  
ative? <sup>h</sup>

What is the subject of the last clause?

Of what does it save the repetition? <sup>h</sup>

Of what is it the appropriate representative? <sup>h</sup>

NOTE. Construct and analyze, as above.

§ 71. When a noun denotes the possessor or owner, it is in the POSSESSIVE CASE, and is represented, in the same relation, by one of the following personal pronouns:—

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<sup>a</sup> § 60. <sup>b</sup> § 42. <sup>c</sup> § 63. <sup>d</sup> § 61. <sup>e</sup> § 59. <sup>f</sup> § 42. <sup>g</sup> § 67.  
<sup>h</sup> § 41. <sup>i</sup> § 11. <sup>j</sup> § 37.

## SINGULAR.

<i>First Person.</i>	{	My,		<i>Third Person</i>	{	His.
		Mine.				
<i>Second Person.</i>	{	Your,		<i>Third Person</i>	{	Her,
		Yours;				
		Thy,		<i>Third Person</i>	{	Hers.
		Thine.				
				<i>neuter.</i>	{	Its.

## PLURAL.

<i>First Person.</i>	{	Our,		<i>Second Person.</i>	{	Your,
		Ours.				Yours.
<i>Third Person.</i>	{	Their,				
		Theirs.				

REMARK. *Mine, thine, hers, ours, yours, theirs,* and sometimes *his*, are used in a twofold relation, denoting the possessor and the thing possessed.

## EXAMPLE.

William's father has sold his horse.

In this sentence, the *noun* "father," denoting *one* person, of the *male* sex, as *spoken of*, and being the *subject* of the sentence, is of the third person, singular number, masculine gender, and nominative case.

It is directly limited by the *noun* "William's," denoting *one* person, of the *male* sex, as *spoken of*, in the relation of a *possessor*. It is therefore of the third person, singular number, masculine gender, and *possessive case*.

"Has sold," the predicate, is directly limited by the *noun* "horse," which is itself directly limited by the *personal pronoun* "his," — which, being of the third person, singular number, masculine gender, and possessive case, appropriately represents the *noun* "father" in the relation of a possessor.

## EXERCISES.

My <sup>a</sup> father <sup>b</sup> bought my <sup>c</sup> book, and your <sup>d</sup> father  
bought yours.<sup>e</sup>

Henry's sisters <sup>f</sup> were here with their <sup>g</sup> brother's <sup>h</sup>  
carriage.

The gentleman's house <sup>i</sup> is very elegant, but I <sup>j</sup>  
dislike its <sup>k</sup> color.

Jane abused her books, but Sarah carefully  
preserved hers.<sup>l</sup>

John attended to his lessons, but William neg-  
lected his.<sup>m</sup>

Angels sing, to harps divine,  
Their sweetest hymns of praise.

## QUESTIONS.

What is the subject of the first clause in the first exercise?

What is the person, number, gender, and case, of "father"?

Why?

By what is it directly limited?

What does "my" represent? <sup>n</sup> In what relation? <sup>o</sup>

What is the person, number, and case, of "my"?

By what is the subject of the second clause limited?

What does "your" represent? In what relation?<sup>a</sup>  
 Of what number is "your" in this sentence?<sup>b</sup> Why?  
 In what case is it?  
 In what two relations is the pronoun "yours" used?  
 What does it represent in the relation of a pronoun?  
 What does it represent in the relation of an object, by saving  
 the repetition of the word?

NOTE. Construct and analyze, as above.

§ 72. When a noun denotes the object directly limiting the action of a verb, or indirectly limits a word, it is in the OBJECTIVE CASE, and is represented, in the same relations, by one of the following personal pronouns: —

## SINGULAR.

<i>First Person.</i>	{	Me,		<i>Third Person masculine.</i>	{	Him,
		Myself.				Himself.
<i>Second Person.</i>	{	You,		<i>Third Person feminine.</i>	{	Her,
		Yourself;				Herself.
		Thee,		<i>Third Person neuter.</i>	{	It,
		Thyself.				Itself.

## PLURAL.

<i>First Person.</i>	{	Us,		<i>Second Person.</i>	{	You,
		Ourselves.				Yourselves.
		<i>Third Person.</i>				
		{				Them,
		Themselves.				

## EXAMPLE.

I saw the boy, and called him to me.

Here the *personal pronoun* "I," denoting *one* person as the speaker, and being the subject of the sentence, is of the first person, singular number, and nominative case. The predicate "saw" is directly limited by the *noun* "boy," which, denoting *one* person, of the *male* sex, as *spoken of*, and being the direct object of the *verb* "saw," is of the third person, singular number, masculine gender, and *objective case*.

"Called," the second predicate, is directly limited by the *personal pronoun* "him," which, representing the *noun* "boy," and being the object directly limiting the *verb* "called," is of the third person, singular number, masculine gender, and objective case.

The *personal pronoun* "me," representing the speaker, and indirectly limiting "called," is of the first person, singular number, and objective case.

## EXERCISES.

Joseph <sup>a</sup> has some <sup>b</sup> apples, and will give them <sup>c</sup>  
to you. <sup>e</sup>

The boy behaved badly, and disgraced himself. <sup>d</sup>

I <sup>a</sup> was looking for his <sup>c</sup> father, and found the  
boy <sup>f</sup> himself. <sup>d</sup>

The engine regulates itself. <sup>e</sup>

The bird escaped from us, <sup>h</sup> and flew into the  
woods.

They injured themselves by their imprudence.

## QUESTIONS.

What is the subject of the first exercise?

What is the first predicate?

By what object is it directly limited?

What is the person,<sup>a</sup> number,<sup>b</sup> and case, of "apples"?

Why?

By what pronoun is it here represented?

In what relation?<sup>c</sup> What is the person, number, and case, of "them"?

What does the *pronoun* "you" represent?<sup>d</sup>

In what relation?<sup>e</sup> In what case is it?

NOTE. Construct and analyze, as above.

§ 73. A verb which can be directly limited by a noun or pronoun in the objective case, is called TRANSITIVE.

## EXAMPLE.

Children should obey their parents.

In this example, the *noun* "children," denoting *more than one* person as *spoken of*, and being the *subject* of the sentence, is of the third person, plural number, and nominative case. The *verb* "should obey," being directly limited by "parents," is *transitive*; and the *personal pronoun* "their," representing the *noun* "children" in the relation of a possessor, is of the third person, plural number, and possessive case.

## EXERCISES.

James will study the lesson before he recites it.

<sup>a</sup> § 61.

<sup>b</sup> § 64.

<sup>c</sup> § 41.

<sup>d</sup> § 60.

John struck William, and his father punished him.

We should love our neighbors as we love ourselves.

Virtue ennobles us. Vice degrades us.

Hope befriends the prince and the beggar.

The boy pleased his teacher.

Did the man acquire his property by industry?

#### QUESTIONS.

In the first exercise, what is the subject of the first clause?

Of what person, number, gender, and case, is it? Why?

What is the predicate?

By what is the *verb* "will study" directly limited?

What kind of a verb is it? Why?

What does "he," the subject of the second clause, represent?

Of what person, number, gender, and case, is "he"? Why?

By what is the *verb* "recites" directly limited?

What kind of verb is it? Why?

What does "it" represent? In what relation?

Of what person, number, gender, and case, is it? Why?

NOTE. Construct and analyze, as above.

§ 74. A verb which cannot be directly limited by a noun or pronoun in the objective case, is called **INTRANSITIVE**.

#### EXAMPLE.

William came to Boston, to engage in some business.

*In this sentence, the noun "William," denoting one person, of the male sex, as spoken of, in the relation of*

a *subject*, is of the third person, singular number, masculine gender, and nominative case.

As the predicate "came" cannot be directly limited by a noun or pronoun in the objective case, it is *intransitive*. It is *indirectly* limited by the *noun* "Boston," indicating the *place* to which he came, and by the *verb* "engage," denoting the *purpose* for which he came. "Engage" does not admit a direct object; it is therefore *intransitive*; but it is indirectly limited by the *noun* "business."

## EXERCISES.

I stood upon my native hills.

The clouds were upon the height.

The stream murmurs slowly by the village  
churchyard.

The rivulet leaps gayly over the pebbles.

John walked to school, but James rode.

The boys were anxious to go to the Museum.

## QUESTIONS.



Of what person, number, and case, is the *pronoun* "I"?  
Why?

Can the *verb* "stood" be limited by a noun or pronoun in the objective case?

Is it transitive, or intransitive? Why?

By what is it indirectly limited?

What word connects the limiting word with the verb?

By what is "hills" directly limited?

What does the *personal pronoun* "my" represent?

In what relation? Of what person, number, and case, is it?

Of what person, number, and case, is the *noun* "hills"?  
Why?



§ 75. The following table exhibits the noun varied by number and case, as illustrated in the preceding sections:—

TABLE VII.

## SINGULAR.\*

<i>Nominative Case.</i> <sup>b</sup>	Boy, Man, Lady, Hero,
<i>Possessive Case.</i> <sup>c</sup>	Boy's, Man's, Lady's, Hero's.
<i>Objective Case.</i> <sup>d</sup>	Boy. Man. Lady. Hero.

## PLURAL.\*

<i>Nominative Case.</i>	Boys, Men, Ladies, Heroes,
<i>Possessive Case.</i>	Boys', Men's, Ladies', Heroes',
<i>Objective Case.</i>	Boys. Men. Ladies. Heroes.

REMARK. The possessive, in the singular, is generally formed by adding an apostrophe and *s* to the noun; in the plural ending in *s*, by an apostrophe only; not ending in *s*, by an apostrophe and *s*.

§ 76. The following table exhibits a connected view of the personal and compound personal pronouns, varied by person, number, gender, and case, as illustrated in the preceding sections:—

---

\* § 63.    b § 70.    c § 71.    d § 72.    e § 64.

## TABLE VIII.

FIRST PERSON.<sup>a</sup>

	SINGULAR. <sup>b</sup>	PLURAL. <sup>c</sup>
<i>Nom.</i> <sup>d</sup>	I,            Myself;	We,        Ourselves;
<i>oss.</i> <sup>e</sup>	My <i>or</i> Mine;	Our <i>or</i> Ours;
<i>Obj.</i> <sup>f</sup>	Me,        Myself.	Us,        Ourselves.

SECOND PERSON.<sup>a</sup>*Common Style.*

	SINGULAR. <sup>b</sup>	PLURAL. <sup>c</sup>
<i>Nom.</i> <sup>d</sup>	You,    Yourself;	You,    Yourselves;
<i>oss.</i> <sup>e</sup>	Your <i>or</i> Yours;	Your <i>or</i> Yours;
<i>Obj.</i> <sup>f</sup>	You,    Yourself.	You,    Yourselves.

*Formal Style.*

<i>Nom.</i> <sup>d</sup>	Thou,   Thyself;	Ye,    Yourselves;
<i>oss.</i> <sup>e</sup>	Thy <i>or</i> Thine;	Your <i>or</i> Yours;
<i>Obj.</i> <sup>f</sup>	Thee,   Thyself.	You,   Yourselves.

THIRD PERSON<sup>a</sup> SINGULAR.<sup>b</sup>

	MASCULINE. <sup>i</sup>	FEMININE. <sup>j</sup>	NEUTER. <sup>k</sup>
<i>Nom.</i> <sup>d</sup>	He,    Himself;	She,   Herself;	It,    Itself;
<i>oss.</i> <sup>e</sup>	His;	Her <i>or</i> Hers;	Its;
<i>Obj.</i> <sup>f</sup>	Him,   Himself.	Her,   Herself.	It,    Itself.

THIRD PERSON<sup>a</sup> PLURAL.<sup>c</sup>

<i>Nom.</i> <sup>d</sup>	They,	Themselves;
<i>Poss.</i> <sup>e</sup>	Their <i>or</i> Theirs;	
<i>Obj.</i> <sup>f</sup>	Them.	Themselves.

**REMARK.** When a personal pronoun is used independently, it has the nominative form, except in the first person singular, which generally takes the objective.

§ 77. The following table gives a connected view of the relative and compound relative pronouns. They represent nouns of any person or number.

#### TABLE IX.

##### *Representing only Persons.*

<i>Nom.</i>	Who,	Whosoever,	Whoever.
<i>Poss.</i>	Whose,		
<i>Obj.</i>	Whom,	Whomsoever.	

##### *Generally representing any Object except Persons.*

##### NOMINATIVE AND OBJECTIVE ALIKE.

Which,	Whichsoever,	Whichever.
What,	Whatsoever,	Whatever.

##### *Representing Persons or Things.*

##### NOMINATIVE AND OBJECTIVE ALIKE.

That.

**REMARK 1.** The above pronouns, except those representing only persons, are sometimes used in the relation of adjectives.

**REMARK 2.** *Whose* is sometimes used as the possessive of *which*.

§ 78. When the subject of a proposition denotes the object of the action expressed by the predicate, the verb is said to be in the PASSIVE FORM.

## EXAMPLE.

Thomas was injured by the partiality of friends.

In this sentence, the *noun* "Thomas," denoting the *object* of the action expressed by the *verb* "was injured," is the subject. The verb is therefore in the *passive form*.

The *noun* "partiality," indicating the agent by which Thomas was injured, indirectly limits the verb, and is therefore in the objective case.

The *noun* "friends" indirectly limits "partiality," and is therefore in the objective case.

This analysis may be aided by transposing the sentence, and putting the verb in the active form, thus: "The partiality of friends injured Thomas."

## EXERCISES.

The lady was much admired by her friends.

The scholars were delighted with the exercise.

The boys were corrected by their parents.

The horse will be sold by the present owner.

A captain has been elected by the new company.

The meeting had been adjourned before we arrived.

*I am pleased with my situation.*

## QUESTIONS.

- In the first exercise, what is the subject?  
 What does it denote?  
 In what form is the *verb* "was admired"?  
 By what is the verb indirectly limited?  
 What does the limiting noun indicate?  
 Of what person, number, and case, is it?  
 What does the *pronoun* "her" represent?  
 In what relation?  
 Of what person, number, gender, and case, is it?  
 NOTE. Construct and analyze, as above.

§ 79. Verbs are varied in form to denote the manner or mode in which they are used.

§ 80. When a verb is used for simple declaration, it has an appropriate form, and is said to be in the INDICATIVE MODE; as in the verb "love."

	Love,	Loves,	Loved.
Have	} loved.	Shall	} love.
Has		Will	
Had		Will have	
			} loved.

## EXAMPLE.

Charles loves his book, and he will soon go to school.

Here the *verb* "loves," the predicate of the first clause, being used for simple declaration, is in the *indicative mode*, and being directly limited by the *noun* "book," the object of its action, is transitive.

The *verb* "will go," the predicate of the second clause, being used for simple declaration, and not admitting a direct object, is *intransitive*, and in the indicative mode.

The other words may be disposed of as in the preceding examples.

## EXERCISES.

William loves his parents, who have always  
loved him.

I love to look on a scene of wild and careless play.

Father had returned when I arrived.

The scholar will have learned his lesson before  
he leaves school.

We shall have completed our task before we  
return.

## QUESTIONS.

What is the subject of the first clause, in the first exercise?

Of what person, number, gender, and case, is it?

What is the predicate? Is it transitive, or intransitive?

Why?

For what is it here used? In what mode is it?

By what is it directly limited?

Of what person, number, and case, is the noun "parents"?

Why?

What word does the *personal pronoun* "his" represent?

In what relation? Of what person, number, gender, and case, is it?

What is the subject of the second clause?

What does it represent?

With what does it connect the relative clause?

What is the predicate?

How is it used?

In what mode is it?

Does it admit a direct object?

Is it transitive, or intransitive?

NOTE. Construct and analyze, as above.

§ 81. When a verb is used to declare possibility, liberty, power, will, obligation or necessity, it has an appropriate form and is said to be in the POTENTIAL MODE as in the verb "love."

May	} love.	Might	} love.	May have	} loved.
Can		Could		Can have	
Must		Would		Must have	
		Should			
		Might have			
		Could have			
		Would have			
		Should have			

REMARK. Both the indicative and potential forms are used in asking questions.

#### EXAMPLE.

John can procure a book with his money.

In this sentence, the *noun* "John" denotes one of the male sex, as spoken of, and is the subject.

It is therefore of the third person,<sup>a</sup> singular number,<sup>b</sup> masculine gender,<sup>c</sup> and nominative case.<sup>d</sup>

The *verb* "can procure," here used to declare his *power* to procure a book, is in the *potential mode*; and being directly limited by the *noun* "book," it is *transitive*.

The *noun* "book" denotes *one* thing, as *spoken of*, in the relation of an *object*. It is therefore of the third person, singular number, and objective case.

The *noun* "money," denoting *one* thing, as *spoken of*, and indirectly limiting the *verb* "can procure," with which it is connected by the *preposition* "with," is of the third person, singular number, and objective case;<sup>e</sup> and it is directly limited by the *personal pronoun* "his," representing the *noun* "John," in the relation of a *possessor*, and therefore of the third person, singular number, masculine gender, and possessive case.

## EXERCISES.

Soldiers must obey their commanders.

Children should obey their parents.

William must have studied well, or he could not have improved.

The scholars may leave the yard.

The boy's parents may have seen him.

George might have finished his lesson.

## QUESTIONS.

What is the subject of the first exercise?

Of what person, number, and case, is it?

<sup>a</sup> § 61.

<sup>b</sup> § 63.

<sup>c</sup> § 66.

<sup>d</sup> § 70.

<sup>e</sup> § 70.



What is the predicate ?

By what is it directly limited ?

Is it transitive, or intransitive ?<sup>a</sup>

How is it used ? In what mode is it ?

What does "their" represent ?

In what relation ?<sup>b</sup>

Of what person, number, and case, is it ?

NOTE. Construct and analyze, as above.

§ 82. When a verb is used in a dependent clause expressing a condition, doubt, or supposition,—generally indicated by a conjunction preceding it,—it is said to be in the SUBJUNCTIVE MODE.

REMARK. This mode has no appropriate form, except in the anomalous verb "be." Sometimes it appears to vary from the indicative and potential forms, because a part of the verb is omitted.

#### EXAMPLE.

The gentleman will be pleased if his son improves.

In this sentence, the *noun* "gentleman," denoting *one* person, of the *male* sex, as *spoken of*, in the relation of a *subject*, is of the third person, singular number, masculine gender, and nominative case; and is directly limited by the *article* "the."

As the subject denotes the object of the action expressed by the verb, the predicate "will be pleased"

is in the passive form;<sup>a</sup> and as 'it is used for simple declaration, it is in the indicative mode.<sup>b</sup>

The *noun* "son," denoting *one* person, as *spoken of*, and being the *subject* of the dependent clause, is of the third person, singular number, and nominative case; and is directly limited by the *personal pronoun* "his," representing the *noun* "gentleman," in the relation of a possessor, and therefore of the third person, singular number, masculine gender, and possessive case. The *verb* "improves" is the predicate, and is here used to express a *condition* indicated by the *conjunction* "if," which connects the two clauses. The verb, therefore, is in the *subjunctive* mode.

## EXERCISES.

I will ask, though he refuse.

The boy feared lest his father should hear of his misconduct.

We shall inform the teacher unless you amend.

The gentleman should not have purchased the house, if he disliked it.

The girl will attend school if her parents consent.

## QUESTIONS.

In the first exercise, what does the *pronoun* "I" represent?

In what relation? Of what person, number, and case, is it?

Is the predicate "will ask" limited by a direct object?

Is it transitive, or intransitive?

How is it used?<sup>b</sup> In what mode is it?

What is the predicate of the dependent clause?

Is it limited by a direct object?

Is it transitive, or intransitive?\*

How is it here used? What conjunction indicates the supposition?

In what mode is the verb? What part of the verb is omitted? Is the verb in the indicative or potential form?

NOTE. Construct and analyze, as above.

§ 83. When a verb is used for commanding, exhorting, or entreating, it has the indicative form, and is said to be in the IMPERATIVE MODE; as in the verb *love*.

Love.

REMARK. The subject of this mode, *thou, you, or ye*, representing the person or thing addressed, is generally omitted.

EXAMPLE.

Children, obey your parents.

In this sentence, the *noun* "children," denoting more than one person, as *spoken to*, and having no grammatical relation with other words, is of the second person, plural number, and used independently.

The *personal pronoun* "you," the subject, is here omitted. The *verb* "obey" is the predicate, which, being directly limited by the *noun* "parents," is *transitive*, and, being used for commanding or exhorting, is in the *imperative mode*.

The *personal pronoun* "your" represents the *noun* "children," in the relation of a possessor, and is there-

fore of the second person, plural number, and possessive case.

The *noun* "parents," denoting *more* than one, as *spoken of*, in the relation of an object, is of the third person, plural number, and objective case.

## EXERCISES.

Make <sup>a</sup> a proper use <sup>b</sup> of your <sup>c</sup> time.  
Accustom yourselves <sup>d</sup> to think of the distresser <sup>e</sup>  
of human life.

Never forget that all mankind are <sup>f</sup> brethren.  
Prefer virtue to riches.

Think not that clouds will always lower.<sup>g</sup>  
Labor faithfully, and wait <sup>h</sup> for the reward.  
John,<sup>i</sup> bring your writing-book to my desk.  
Consider the ways of the ant, O sluggard, and  
be wise.

## QUESTIONS.

In the first exercise, is the subject expressed?  
What is the subject?  
What does it represent?<sup>j</sup>  
Does the sentence indicate the number of the subject?  
What is the predicate?  
How is it used?  
In what mode is it?  
By what is it directly limited?  
Is the verb transitive, or intransitive?

NOTE. Construct and analyze, as above.

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<sup>a</sup> § 73. <sup>b</sup> § 72. <sup>c</sup> § 71. <sup>d</sup> § 42. <sup>e</sup> § 64. <sup>f</sup> § 80. <sup>g</sup> § 74.  
<sup>h</sup> § 51. <sup>i</sup> § 38.

+ § 84. When a verb is used in an indefinite manner, without a grammatical subject, it is said to be in the INFINITIVE MODE; as in the verb *love*.

To love,                      To have loved.

REMARK. This mode has the indicative form, and is generally preceded by the preposition or particle *to*, connecting it with the word which it limits.

#### EXAMPLE.

The children came to play.

In this sentence, the *noun* "children," denoting more than one person, as *spoken of*, and being the *subject*, is of the third person, plural number, and nominative case. The *verb* "came," the predicate, does not admit a direct object, and is therefore intransitive; it is used for simple declaration, and is therefore in the indicative mode. The *verb* "play," having no direct limiting object, is intransitive; being used in an indefinite manner, without a grammatical subject, it is in the infinitive mode; and it indirectly limits the *verb* "came," with which it is connected by the *preposition* "to."

#### EXERCISES.

James went <sup>a</sup> to school to learn.<sup>b</sup>

The boys ran to see the soldiers.

William rose to address his teacher.

The man pledged \* himself<sup>b</sup> to abstain from  
intoxicating drinks.

Charles always finds time to learn<sup>c</sup> his lesson.  
Some seem to be unable to resist<sup>d</sup> temptation.

#### QUESTIONS.

In the first exercise, what is the subject?  
Of what person, number, and case? Why?  
What is the predicate?  
Does it admit a direct object?  
Is it transitive, or intransitive?  
How is it used? In what mode is it?  
By what noun is it indirectly limited?  
Of what person, number, and case, is "school"?  
What verb indirectly limits "went"?  
How is it used? In what mode is it?  
What connects it with the predicate? \*

NOTE. Construct and analyze, as above.

§ 85. A PARTICIPLE is a form of the verb,  
used in the relations of an adjective or noun,  
denoting a finished or unfinished action, and  
named accordingly; as follows:—

*Imperfect.* Loving.      *Perfect.* Loved.  
*Compound Perfect.* Having loved.

#### EXAMPLE.

The gentleman, seeing me, came and spoke  
of meeting you.

Here "gentleman," the *subject*, is of the third per-

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\* § 80

<sup>b</sup> § 42.

<sup>c</sup> § 16.

<sup>d</sup> § 24.

<sup>e</sup> § 17.

son, singular number, and nominative case; and is directly limited by the *participle* "seeing," used in the relation of an adjective. The *participle* "seeing" is directly limited by the *personal pronoun* "me," representing the person *speaking*, in the relation of a limiting object, and therefore of the first person, singular number, and objective case.

The *verbs* "came" and "spoke," connected together by the *conjunction* "and," constitute the compound predicate.

They are intransitive, because they do not admit a direct object; and in the indicative mode, because they are used for simple declaration.

The *verb* "spoke" is indirectly limited by the *participle* "meeting," connected with it by the *preposition* "of," and used in the relation of a *noun* in the objective case.

The *participle* "meeting" is directly limited by the *personal pronoun* "you," representing the person addressed, in the relation of a limiting object, and therefore of the second person, singular number, and objective case.

#### EXERCISES.

The teacher found his pupils playing and  
whispering.

Being a good workman, he will find employment.

The gentleman, having settled his affairs, left  
the country.

Hunting wild animals is the principal employ-  
ment of savages.

His having lived in a barbarous age must palliate,  
but it will not excuse, his crimes.

## QUESTIONS.

What is the subject in the first exercise?

What is the predicate?

By what is the predicate directly limited?

Is it transitive, or intransitive?

In what mode is it? Why?

What does "his" represent?

In what relation?

Of what person, number, gender, and case, is it?

What do the *participles* "playing" and "whispering" limit?

In what relation are they here used?

NOTE. Construct and analyze, as above.

§ 86. Verbs are varied to denote distinctions of time, called TENSES.

§ 87. The PRESENT TENSE is used to denote present time; as the following forms of the verb *love*:—

*Indicative Mode.* Love, loves; lovest, loveth.

*Potential Mode.* May love, can love, must love;  
mayst love, canst love.

*Subjunctive Mode.* Indicative or potential form preceded by *if* or *though*, &c.

*Imperative Mode.* Love. *Simple form of indicative.*

*Infinitive Mode.* To love. *Simple form of indicative preceded by to.*



## EXAMPLE.

Anna loves her book, because she can read it.

Here the *verb* "loves" is in the indicative mode, because it is used to declare what Anna does ; it is in the present tense, because it denotes that she does it *now* ; and it is directly limited by the *noun* "book," denoting the *object* of her love ; hence the verb is transitive, and the noun in the objective case.

The *verb* "can read" is in the potential mode, because it declares Anna's *power* to read ; in the present tense, because it declares that she can read *now* ; and is directly limited by the *personal pronoun* "it," which is the object of its action ; hence "can read" is transitive, and "it" is in the objective case. The remaining words may be analyzed, as in the preceding examples.

## EXERCISES.

If ye love me, keep my commandments.

The general intends to go to the seat of war.

The gentleman desires to see his daughter happy.

When father returns, we can finish our work.

The scholars may go to their seats.

Soldiers must obey their officers.

## QUESTIONS.

In what mode is "love," in the first exercise ? Why ?

By what conjunction is the condition indicated ?

In what tense is the verb ? Why ?

Is it transitive, or intransitive ? Why ?

In what mode and tense is the verb "keep" ? Why ?

What is its limiting object?

Is it transitive, or intransitive?

NOTE. Construct and analyze, as above.

§ 88. The IMPERFECT TENSE is used to denote indefinite past time; as in the following forms of the verb *love*:—

*Indicative Mode.* Loved, lovedst.

*Potential Mode.* Might love, could love, would love, should love; mightst love, couldst love, wouldst love, shouldst love.

*Subjunctive Mode.* Indicative and potential forms preceded by *if, though, &c.*

#### EXAMPLE.

The boy loved play, but he could not work.

Here the *verb* “loved,” used for simple declaration, is in the indicative mode; denoting indefinite past time, it is in the imperfect tense; and being directly limited by the *noun* “play,” it is transitive.

The *verb* “could work,” used to declare *power*, is of the potential mode; denoting indefinite past time, it is in the imperfect tense; and not admitting a direct limiting object, it is intransitive.

#### EXERCISES.

Sarah heard her mother, but would not obey her.

She stood upon the loftiest peak.

William might learn, if he would study.

We could not tell our exact position, till we saw  
the lighthouse.

The gentleman informed us that he should  
return.

#### QUESTIONS.

In the first exercise, what is the first predicate?

Is it transitive, or intransitive? Why?

In what mode and tense is it? Why?

What is the second predicate?

Is it transitive, or intransitive? Why?

In what mode and tense is it? Why?

NOTE. Construct and analyze, as above.

§ 89. The PERFECT TENSE is used to denote past time, alluding also to the present; as in the following forms of the verb *love* :—

*Indicative.* Have loved, hast loved; has loved, hath loved.

*Potential.* May have loved, can have loved, must have loved; mayst have loved, canst have loved.

*Subjunctive.* Indicative and potential forms preceded by *if*, &c.

*Infinitive.* To have loved; a form of the *indicative* preceded by *to*.

#### EXAMPLE.

Our friends may have heard of the disaster,  
but they have not mentioned it.

Here the verb "may have heard," being used to

declare *possibility*, is in the potential mode; and it is in the *perfect tense*, because it denotes past time, and alludes also to the present.

The *verb* "have mentioned," being used for simple declaration, is in the indicative mode; and it is in the *perfect tense*, because it denotes past time, and alludes to the present. The other words are disposed of as in preceding examples.

## EXERCISES.

If the gentleman has left town, he has probably returned to his family in the country.

George must have rejoiced at his father's success.

William has not received a letter, though his brother may have written.

I will search the records, lest he may have disposed of the property.

## QUESTIONS.

What is the subject of the first clause, in the first exercise?

What is the predicate? By what object is it directly limited?

Is it transitive, or intransitive?

In what mode and tense is it? Why?

What does "he" represent? In what relation?

Of what person, number, gender, and case, is it?

Is the *verb* "has returned" transitive, or intransitive?

Why?

In what mode and tense is it? Why?

What connects the two clauses?

NOTE. Construct and analyze, as above.

§ 90. The **PLUPERFECT TENSE** is used to denote past time, preceding a specified past time; as in the following forms of the verb *love*:—

*Indicative.* Had loved; hadst loved.

*Potential.* Might have loved, could have loved, would have loved, should have loved; mightst have loved, couldst have loved, wouldst have loved, shouldst have loved.

*Subjunctive.* Indicative and potential forms preceded by *if*, &c.

**EXAMPLE.**

Washington had served his country in the army before the revolution.

In this sentence, the *noun* "Washington" is of the third person, singular number, masculine gender, and nominative case, because it denotes *one* person, of the male sex, as spoken of, in the relation of a subject.

The *verb* "had served" is the predicate; and is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; and in the *pluperfect tense*, because it denotes past time, preceding a specified past time. It is directly limited by the *noun* "country," showing *what* he had served, and indirectly by the *noun* "army," showing *in* what he had served, and the *noun* "revolution," specifying past time, before which he had served.

## EXERCISES.

The Puritans had heard of America before  
they left England.

The children would have obeyed the teacher,  
if he had not yielded to them.

The boys had gone to school when I arrived.  
If the girl had behaved well, her teacher would  
not have reprimanded her.

## QUESTIONS.

In the first exercise, what is the subject of the first clause?

Of what person, number, and case, is it? Why?

What is the predicate?

Is it transitive, or intransitive? Why?

In what mode is it? Why?

In what tense? Why?

What is the subject of the second clause?

What does it represent?

Of what person, number, and case, is it?

What is the predicate?

Is it transitive, or intransitive?

In what mode and tense is it? Why?

§ 91. The FUTURE TENSE is used to  
denote indefinite future time; as in the  
following forms of the verb *love*:—

*Indicative.* Shall love, will love; shalt love,  
wilt love.

*Subjunctive.* Indicative form preceded by *if*, &c.

## EXAMPLE.

James will see his father.

Here the noun "James," denoting one person, of

the male sex, as spoken of, in the relation of a subject, is of the third person, singular number, masculine gender, and nominative case.

The *verb* "will see" is the predicate; and is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; and *future tense*, because it is used to denote indefinite future time. It is directly limited by the *noun* "father," which, denoting one person, as spoken of, in the relation of an object, is of the third person, singular number, and objective case.

The *personal pronoun* "his," representing the *noun* "James," in the relation of a possessor, is of the third person, singular number, masculine gender, and possessive case; and directly limits the *noun* "father."

#### EXERCISES.

If Jane will learn her lessons, she will deserve the commendation of her teacher.

We will try to do our duty.

I shall go to my friend's party.

If you will visit me, I will return with you.

I will arise, and will go to my father.

#### QUESTIONS.

In the first exercise, what is the predicate of the first clause?

Is it transitive, or intransitive? Why?

In what mode is it?

By what conjunction is its mode indicated?

In what tense is it? Why?

Is the *verb* "will deserve" transitive, or intransitive? Why?

In what mode and tense is it? Why?

§ 92. The FUTURE PERFECT TENSE is used to denote future time preceding a specified time; as in the following forms of the verb *love* :—

*Indicative.* Shall or shalt, will or wilt have loved.

*Subjunctive.* Indicative form preceded by *if*, &c

EXAMPLE.

I shall have dined before you will return.

Here the *personal pronoun* "I," representing the person speaking, in the relation of a subject, is of the first person, singular number, and nominative case.

The *verb* "shall have dined" is the predicate; and is intransitive, because it does not admit a direct object; in the indicative mode, because it is used for simple declaration; and *future perfect tense*, because it denotes future time preceding a specified time.

"You," the subject of the second clause, is of the second person, singular number, and nominative case.

The *verb* "will return" is the predicate; and is intransitive, because it does not admit a direct object; in the indicative mode, because it is used for simple declaration; and in the future tense, because it denotes indefinite future time.

The *connective* "before" shows the relation of time between the two actions; the action indicated by the future perfect tense preceding that indicated by the *future*.



## EXERCISES.

Charles will have learned his lesson before  
recess.

The cars will have gone before the time which  
the gentleman mentioned.

The resolution will have passed both houses  
before the close of to-morrow's session.

James will have arrived before sundown.  
Ere to-morrow's dawn, how many of our race  
will have ceased to exist on earth!

## QUESTIONS.

In the first exercise, what is the subject?

Of what person, number, gender, and case, is it? Why?

What is the predicate?

Is it transitive, or intransitive? Why?

In what mode is it? Why?

In what tense? Why?

By what is it directly limited?

By what is it indirectly limited?

What connects "recess" with the predicate?

NOTE. Construct and analyze, as above.

§ 93. A subject of the third person and singular number, requires a change in the termination of the verb in the present and perfect tenses of the indicative mode.

*Present.* Loves.      *Perfect.* Has loved.

REMARK. *Loveth* will sometimes be found instead of *loves*, and *hath loved* instead of *has loved*.

## EXAMPLE.

A good boy loves his parents.

In this sentence, the *noun* "boy," denoting one person, of the male sex, as spoken of, in the relation of a subject, is of the third person, singular number, masculine gender, and nominative case. It is directly limited by the *adjective* "good" and the *article* "a."

The *verb* "loves" is the predicate; and is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; in the present tense, because it denotes present time; and changed in its termination by the addition of the letter *s*, because its subject is of the third person and singular number. The *noun* "parents," denoting more than one person, as spoken of, in the relation of a direct object, is of the third person, plural number, and objective case; and is directly limited by the *personal pronoun* "his," representing "boy," in the relation of a possessor, and therefore of the third person, singular number, and possessive case.

## EXERCISES.

William's father has sold his house.

This has been a pleasant day to me.

The glimmering landscape fades away.

The lowing herd winds slowly over the lea.

The path of glory leads to the grave.

He has suffered the penalty of his crimes.

## QUESTIONS.

- In the first exercise, what is the subject?  
 Of what person, number, gender, and case, is it? Why?  
 By what is it directly limited?  
 Of what person, number, and case, is "William's"? Why?  
 What is the predicate?  
 Is it transitive, or intransitive? Why?  
 In what mode? Why?  
 In what tense? Why?  
 What change is made in the verb to adapt it to a noun  
 of the third person singular number?

§ 94. *Thou, who, and that*, representing nouns of the second person and singular number, require a change in the termination of the verb, from the common to the formal style.

## INDICATIVE MODE.

- Present tense.* . . Lovest or dost love.  
*Imperfect.* . . . . Lovedst or didst love.  
*Perfect.* . . . . . Hast loved.  
*Pluperfect.* . . . . Hadst loved.  
*Future.* . . . . . Shalt or wilt love.  
*Future Perfect.* . Shalt or wilt have loved.

## POTENTIAL MODE.

- Present.* . . . Mayst or canst love.  
*Imperfect.* . . Mightst, couldst, wouldst, or shouldst  
 love.  
*Perfect.* . . . Mayst or canst have loved.  
*Pluperfect.* . . Mightst, couldst, wouldst, or shouldst  
 have loved.

## EXAMPLE.

Thou, O God, hast created all things.

In this sentence, the *personal pronoun* "thou," representing the *noun* "God," as addressed, in the relation of a subject, is of the second person, singular number, and nominative case. The predicate "hast created" is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; and perfect tense, because it expresses past time, alluding also to the present; and is changed from the common style, "have," to the formal style, "hast," being the appropriate form of the verb when joined with the subject "thou."

The *interjection* "O" is used to express the emotion of *reverence*.

The *noun* "God," denoting the being addressed, and having no grammatical relation to other words is of the second person, singular number, and used independently. The predicate "hast created" is directly limited by the *noun* "things," which, denoting more than one, as spoken of, and being the direct object of a verb, is of the third person, plural number, and objective case; and is directly limited by the *indefinite pronoun* "all."

## EXERCISES.

Thou openest thy hand, and satisfiest the desire  
of every living thing.

Thou, that art the Author of all good things.

God, who art ever near us, wilt thou hear  
and answer us?

Thou shalt lie down with kings.  
If thou wouldst learn this truth, enter these  
wild woods.

#### QUESTIONS.

In the first exercise, what is the subject?

What two words constitute the compound predicate?

Of what person and number is the subject?

In what mode and tense are the *verbs* "openest" and "satisfiest"? Why?

What is the form of each verb in common style, when used in the indicative mode and present tense, with a subject of the second person?

Why are they changed to the formal style in this sentence?

By what is "openest" directly limited?

By what is "satisfiest" directly limited?

By what is "desire" indirectly limited?

In what case are the *nouns* "hand," "desire," and "thing"?

NOTE. Construct and analyze, as above.

§ 95. Verbs in their formation are either regular or irregular.

§ 96. (a.) A verb is *regular*, when its imperfect tense and perfect participle are formed by adding to the simple form of the present *ed*, or *d* only when the verb ends in *e*.\*

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\* Sometimes, when *ed* is added, the final consonant is doubled; as *permit*, *permitted*.

When *ed* is added to a verb ending in *y* preceded by a consonant, the *y* is changed into *i*. The same change is made, under the same circumstances, when *es* is added

(b.) When the imperfect tense or perfect participle is formed in a different manner, the verb is *irregular*.

§ 97. The following table exhibits a connected view of all the forms of a verb, except the passive, in the tenses of the several modes, as illustrated in the preceding sections.

## TABLE X.

## PRINCIPAL PARTS.

*Present.* LOVE.      *Imperfect.* LOVED.  
*Perfect Participle.* LOVED.

## Common Style.

REMARK. A verb in the common style is not varied on account of the person and number of its subject, except in the present and perfect tenses of the indicative form.

## INDICATIVE MODE.

<i>Present.</i>	{ When the subject is of the third person singular. . . }	Loves or does love.
	{ With any other subject. . . }	Love or do love.
<i>Imperfect.</i>	. . . . .	Loved or did love.
<i>Perfect.</i>	{ When the subject is of the third person singular. . . }	Has loved.
	{ With any other subject. . . }	Have loved.
<i>Pluperfect.</i>	. . . . .	Had loved.
<i>Future.</i>	. . . . .	Shall or will love.
<i>Future Perfect.</i>	. . . . .	Shall or will have loved.

## POTENTIAL MODE.

*Present.* . . May, can, or must love.

*Imperfect.* . . Might, could, would, or should lov

*Perfect.* . . May, can, or must have loved.

*Pluperfect.* . Might, could, would, or should ha  
loved.

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &

## IMPERATIVE MODE.

*Present.* . . . . . Love or do love.

## INFINITIVE MODE.

*Present.* . . . . . To love.

*Perfect.* . . . . . To have loved.

## PARTICIPLES.

*Imperfect.* . . . . . Loving.

*Perfect.* . . . . . Loved.

*Compound Perfect.* . Having loved.

## Formal Style.

**REMARK.** Used only with a subject of the second pers  
and singular number.

## INDICATIVE MODE.

*Present.* . . . . . Lovest or dost love.

*Imperfect.* . . . . . Lovedst or didst love.

*Perfect.* . . . . . Hast loved.

*Pluperfect.* . . . Hadst loved.

*Future.* . . . . Shalt or wilt love.

*Future Perfect.* . Shalt or wilt have loved.

#### POTENTIAL MODE.

*Present.* . . . . Mayst or canst love.

*Imperfect.* . . . . Mightst, couldst, wouldst, or  
shouldst love.

*Perfect.* . . . . Mayst or canst have loved.

*Pluperfect.* . . . Mightst, couldst, wouldst, or  
shouldst have loved.

#### SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.

§ 98. The following table exhibits the manner in which the several modes and tenses are formed from the *principal parts* of the verb, as shown in the preceding table.

#### TABLE XI.

##### Common Style.

#### INDICATIVE MODE.

The compound tenses of this mode are formed by the aid of the following words prefixed to the present tense or perfect participle:—

<i>Perfect.</i> . . . .	HAVE or HAS,	} to the perfect participle.
<i>Pluperfect.</i> . . .	HAD,	
<i>Future Perfect.</i> .	SHALL or WILL HAVE,	
<i>Future.</i> . . . .	SHALL or WILL, to the	



## POTENTIAL MODE.

The tenses of this mode are formed by the aid of the following words prefixed to the present tense or perfect participle: —

<i>Present.</i> . .	MAY, CAN, or MUST,	} to the present.
<i>Imperfect.</i> .	MIGHT, COULD, WOULD, or SHOULD,	
<i>Perfect.</i> . .	MAY, CAN, or MUST HAVE,	} to the perfect participle.
<i>Pluperfect.</i> .	MIGHT, COULD, WOULD, or SHOULD HAVE,	

## INFINITIVE MODE.

In this mode, the *perfect* tense is formed by prefixing HAVE to the perfect participle.

## PARTICIPLE.

The compound perfect participle is formed by prefixing HAVING to the perfect participle.

REMARK. Words prefixed in the formation of the modes and tenses, are called *auxiliaries*.

## EXERCISES.

## PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Live,	Lived,	Lived.
Brand,	Branded,	Branded.
Permit,	Permitted,	Permitted.
Deny,	Denied,	Denied.
Buy,	Bought,	Bought.
<b>Send,</b>	<b>Sent,</b>	<b>Sent.</b>

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Find,	Found,	Found.
See,	Saw,	Seen.

**NOTE.** Let the pupil give the forms of all the tenses of each of the above verbs, in the several modes, telling how each is formed.

### QUESTIONS.

#### COMMON STYLE.

In what tenses of the indicative mode is the verb varied on account of the person and number of its subject?

With what letter does a verb of the indicative form and present tense end, when its subject is third person singular?

Into what is the *auxiliary* "have," used to form the perfect tense, changed, when the subject is third person singular?

What auxiliary is used in the formation of the pluperfect tense?

To which of the principal parts of a verb is this auxiliary prefixed?

What auxiliary is used to form the future?

To which of the principal parts of a verb is it prefixed?

What auxiliaries are used to form the future perfect?

To what part of a verb are these prefixed?

What tenses in the indicative form are composed of auxiliaries prefixed to the perfect participle?

What auxiliaries are prefixed to the simple form of the present indicative to make the present in the potential mode?

What is prefixed to the same to form the imperfect?

What auxiliaries are prefixed to the perfect participle to form the perfect?

What prefixed to the same to form the future perfect?

What forms of the verb are used for the subjunctive mode?

By what are these forms generally preceded when a verb is in this mode?

How is the perfect of the infinitive formed?

How is the compound perfect participle formed?

With a subject, of what person and number is a verb in the formal style used?

## FORMAL STYLE.

What are the forms of the verb in each tense of the indicative and potential modes, when the subject requires the formal style?

§ 99. The following table exhibits a connected view of the forms of the irregular verb AM or BE, in the several modes and tenses:—

## TABLE XII.

## PRINCIPAL PARTS.

*Present.* AM or BE.      *Imperfect.* WAS.  
*Perfect Participle.* BEEN.

## Common Style.

REMARK 1. This verb, in the common style, is not varied on account of the person and number of its subject, except in the present, imperfect, and perfect tenses of the indicative form.

## INDICATIVE MODE.

<i>Present.</i> .	{	When the subject is of the first person singular, . . . . .	Am.
		When the subject is of the third person singular, . . . . .	Is.
		With any other subject, . . . . .	Are.
<i>Imperfect.</i>	{	When the subject is of the first or third person singular, . . . . .	Was.
		With any other subject, . . . . .	Were.
<i>Perfect.</i> .	{	When the subject is of the third person singular, . . . . .	Has been.
		With any other subject, . . . . .	Have been.
<i>Pluperfect.</i> . . . . .		Had been.	
<i>Future.</i> . . . . .		Shall or will be.	
<i>Future Perfect.</i> . . . . .		Shall or will have been.	

## POTENTIAL MODE.

- Present.* . . May, can, or must be.  
*Imperfect.* . Might, could, would, or should be.  
*Perfect.* . . May, can, or must have been.  
*Pluperfect.* . Might, could, would, or should  
have been.

## SUBJUNCTIVE MODE.

REMARK 2. Indicative and potential forms preceded by *if*, &c.; and sometimes, in the present and imperfect tenses, the following forms, which are not varied on account of the person and number of the subject:— *Present*, Be; *Imperfect*, Were.

## IMPERATIVE MODE.

*Present.* . . Be.

## INFINITIVE MODE.

*Present.* . . To be.  
*Perfect.* . . To have been.

## PARTICIPLES.

*Imperfect.* . . . . . Being.  
*Perfect.* . . . . . Been.  
*Compound Perfect.* . . Having been.

## Formal Style.

REMARK 3. Used only with a subject of the second person and singular number.

## INDICATIVE MODE.

- Present.* . . . . . Art.  
*Imperfect.* . . . . . Wast or wert.  
*Perfect.* . . . . . Hast been.  
*Pluperfect.* . . . . . Hadst been.  
*Future.* . . . . . Shalt or wilt be.  
*Future Perfect.* . . . Shalt or wilt have been.

## POTENTIAL MODE.

- Present.* . . . . . Mayst or canst be.  
*Imperfect.* . . . . . Mightst, couldst, wouldst, or  
 shouldst be.  
*Perfect.* . . . . . Mayst or canst have been.  
*Pluperfect.* . . . . . Mightst, couldst, wouldst, or  
 shouldst have been.

## SUBJUNCTIVE MODE.

REMARK 4. Indicative and potential forms preceded by *if*, &c.; also the two forms peculiar to this verb alone, and used only in this mode.

## QUESTIONS.

## COMMON STYLE.

In which tense of the indicative does this verb alone have two forms?

What are the three forms of the present? When is each used?

What are the two forms of the imperfect? When is each used?

What are the two forms of the perfect? When is each used?

Are the pluperfect, future, and future perfect formed by *affixing* the same auxiliaries as in the verb *love*?

To what are these auxiliaries prefixed?

Are the tenses of the potential formed as in the verb *lose*?

What two forms in the subjunctive are peculiar to this verb alone?

In what tenses are they used?

Which form is appropriated to each tense?

Is either of these two peculiar forms varied on account of the person and number of the subject?

§ 100. When an *imperfect* participle is annexed to the verb AM or BE, in any of its modes and tenses, the verb is said to be in the PROGRESSIVE form; as,

*Present.* . . . Am running.

*Imperfect.* . . Was running.

*Perfect.* . . . Have been running.

&c. &c. [See APPENDIX.]

§ 101. When a *perfect* participle is annexed to the verb AM or BE, in any of its modes and tenses, the verb is said to be in the PASSIVE form.

*Present.* . . . Am loved.

*Imperfect.* . . Was loved.

*Perfect.* . . . Have been loved.

&c. &c. [See APPENDIX.]

§ 102. An adjective is made to express different degrees of the same quality, either by a change in termination, or by prefixing certain adverbs to its positive or ~~simple~~ form.

§ 103. (a.) An adjective in the *positive form* simply expresses the quality of an object.

(b.) An adjective in the *comparative form* expresses a higher or lower degree of the quality.

(c.) An adjective in the *superlative form* expresses the highest or lowest degree of the quality.

REMARK 1. An adjective of one syllable is generally made to express a higher degree by adding *r* or *er*, and the highest by adding *st* or *est* to the positive form.

REMARK 2. An adjective of more than one syllable is generally made to express a higher degree by prefixing *more*, and the highest by prefixing *most*, to the positive form.

REMARK 3. Adjectives of one or more syllables are made to express a lower degree of the quality by prefixing *less*, and the lowest by prefixing *least*, to the positive form.

#### COMPARISON OF ADJECTIVES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Wise,	Wiser,	Wisest.
Tall,	Taller,	Tallest.
Industrious,	More industrious,	Most industrious.
<i>Industrious,</i>	Less industrious,	Least industrious.
<i>Wise,</i>	Less wise,	Least wise.

REMARK 4. Many adjectives of two syllables, ending in *y* or silent *e*, are compared in either manner; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Ample,	Ampler,	Amplest.
Ample,	More ample,	Most ample.
Ample,	Less ample,	Least ample.
Happy,	Happier,	Happiest.
Happy,	More happy,	Most happy.
Happy,	Less happy,	Least happy.

REMARK 5. Some adjectives are irregularly compared; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	Better,	Best.
Bad, ill, or evil,	Worse,	Worst.
Little,	Less,	Least.
Much or many,	More,	Most.
Near,	Nearer,	Nearest or next.

REMARK 6. Some adjectives cannot be compared, because the quality does not admit of change in degree; as,

Endless, Absent, Present, Boundless,  
Almighty.

NOTE. An adjective derived from a noun which is the name of a particular person or place, should begin with a capital letter; as, "the *American* nation," "the *Platonic* school."

(d.) The articles *a* and *an* are called *indefinite*, and limit nouns in the *singular number only*.



(e.) The article *the* is called *definite*, and limits nouns of either number.

(f.) The indefinite article *an* is used only before words beginning with a vowel sound, and before words beginning with the sound of *h*, and accented on the second syllable.

#### EXAMPLE.

An honest man is the noblest work of God.

In this sentence, the *indefinite article* "an," placed before the *adjective* "honest," which begins with a *vowel sound*, limits the *noun* "man," which is of the *singular number*.

The *adjective* "honest," simply expressing quality, is in the *positive degree*, and directly limits the *noun* "man." The *definite article* "the" directly limits the *noun* "work." The *adjective* "noblest," expressing the highest degree of the quality, is in the *superlative degree*, and limits "work."

The other words may be analyzed as in preceding examples.

#### EXERCISES.

The greatest heroes are not always the best men.

Truer men never lived.

The most industrious children will probably  
be the most successful men.

The lecture was less interesting than I expected.

## QUESTIONS.

By what article is the *noun* "heroes" limited?  
 Is it definite, or indefinite?  
 By what other word is "heroes" directly limited?  
 To what class does it belong?  
 What quality does it express?  
 What degree of the quality?  
 In what form is it?  
 Is it regularly compared?  
 What quality does the *adjective* "best" express?  
 What degree of the quality?  
 Is it regularly compared?

NOTE. Construct and analyze, as above.

§ 104. Adjectives, like adjective pronouns, are sometimes used in the relations of the nouns which they limit, and thus have the expression or repetition of those words.

## EXAMPLE.

The benevolent never neglect an opportunity to do good.

In this sentence, "benevolent" not only performs the office of an adjective, but is used as the subject, in the relation of the *noun* "persons," of which it has the expression. It is of the third person, plural number, and nominative case, because it represents a noun of that person, number, and case.

The *verb* "neglect," the predicate, is transitive, in the indicative mode, present tense, and directly limited

by the *adverb* "never," and the *noun* "opportunity," which is its direct object.

"Opportunity," denoting one thing, as spoken of, in the relation of an object, is of the third person, singular number, and objective case; and is directly limited by the *indefinite article* "an," which is placed before a word beginning with a vowel sound; and indirectly by the *verb* "do," connected with it by the *preposition* "to."

The *verb* "do" is transitive, in the infinitive mode and present tense, and directly limited by the *adjective* "good," used as its object, in the relation of the *noun* "deeds," of which it saves the expression.

"Good" is of the third person, plural number, and objective case, because it represents a noun of that person, number, and case.

#### EXERCISES.

The most gay became thoughtful.

Wise men are not always the happiest.

Do good to all men.

Many desire wealth, but few obtain it.

We should cultivate a taste for the beautiful.

#### QUESTIONS.

What is the subject of the first exercise?

In the relation of what noun is it used?

What other office does it perform?

By what *adverb* is it limited?

What is the predicate?

By what is the predicate directly limited?

What connects the *adjective* "thoughtful" with the subject?

**Note.** Construct and analyze, as above.

§ 105. Some adverbs, like adjectives, may be compared; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Often,	Oftener,	Oftest.
Soon,	Sooner,	Soonest.
Wisely,	More wisely,	Most wisely.
Wisely,	Less wisely,	Least wisely.

REMARK 1. Some adverbs are irregularly compared; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Well,	Better	Best.
Ill or badly,	Worse,	Worst.
• Much,	More,	Most.
Little,	Less,	Least.
Far,	Farther,	Farthest.
Far,	Further,	Furthest.

REMARK 2. The force of the comparative or superlative degree is sometimes increased by prefixing the article *the* to the adverb.

REMARK 3. Adverbs which connect clauses are called *connective* adverbs.

#### EXAMPLE.

The gentleman urged his request most earnestly.

In this sentence, the *noun* "gentleman," the subject, is of the third person, singular number, masculine gender, and nominative case; and is directly limited by the *definite article* "the."

The *verb* "urged," the predicate, is transitive; in the indicative mode, imperfect tense, and directly limited by the *noun* "request," and the *adverb* "most earnestly," which is in the *superlative degree*.

"Request" is of the third person, singular number, and objective case, and is directly limited by the *personal pronoun* "his;" which is of the third person, singular number, masculine gender, and possessive case, and represents the *noun* "gentleman."

#### EXERCISES.

I honor him the more for his frankness.  
The better the boy behaves, the sooner he will  
be dismissed.

Edward saw the gentleman when he returned.\*

Beauty is less desirable than goodness.

William has thought more wisely upon the  
subject.

Men think more of their rights than of their  
duties.

#### QUESTIONS.

What is the subject of the first exercise?

What is the predicate?

What is the direct object of the predicate?

By what adverb is the predicate limited?

In what degree of comparison is it?

What word is prefixed to it? For what purpose?

What noun indirectly limits the predicate?

What word denotes *whom* I honor?

What word denotes the *degree*?

What word denotes the cause?

**NOTE.** Construct and analyze, as above.

## RULES

FOR

ANALYSIS AND CONSTRUCTION.

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1. The subject of a proposition is in the nominative case.

REMARK 1. The subject may be a *noun*; as, "*Virtue* ennobles;" — or a *pronoun*; as, "*He* learns;" — or a *phrase*; as, "*To see the sun* is pleasant;" — or a *clause*; as, "*That he spoke the truth* was evident."

REMARK 2. The subject or the predicate may be compound; as, "*John and William* went to Boston. *John* called, and saw his uncle."

2. The predicate is sometimes varied in form on account of the person and number of its subject.

REMARK 1. This variation occurs, in common style, in the present and perfect tenses of the indicative form, when the subject is of the third person singular. It consists in adding *s* or *es* to the common form in the present, and substituting "*has*" for "*have*" in the perfect; as, "*He runs*;" "*He has run*."

REMARK 2. The verb "*be*" is varied in the

ent and imperfect tenses of the indicative form, when the subject is of the first or third person singular, and in the perfect, when the subject is of the third person singular. (See Table XII.)

REMARK 3. Two or more nouns or pronouns of the third person, connected by "and," and constituting a compound subject, are generally represented by a plural pronoun, and require the *common* form of the verb; as, "Virtue and vice *have their* reward."

REMARK 4. Two or more nouns or pronouns of the third person singular, connected by "or" or "nor," and constituting a compound subject, are represented by a singular pronoun, and require the appropriate form of the verb for that person and number; as, "Neither James nor John *has* seen *his* father."

REMARK 5. The formal style requires an appropriate form of the verb when the subject is of the second person singular. (See Table X.)

3. Adjectives, adjective pronouns, and participles, directly limit nouns and their substitutes; as, "Good boys;" "All men;" "*That he spoke the truth is evident.*"

REMARK 1. The indefinite article directly limits nouns of the singular number only; as, "A man;" "An hour."

REMARK 2. The definite article limits nouns of either number; as, "The house;" "The houses."

REMARK 3. The indefinite article sometimes limits an adjective of number; as, "A few men;" "A *hundred* men."

**REMARK 4.** The definite article is sometimes placed before comparatives and superlatives; as, "*The more* I see him, *the better* I like him."

**REMARK 5.** Adjectives, adjective pronouns, and participles, are sometimes used in the relations of nouns.

**REMARK 6.** An adjective directly limiting the predicate, is connected by it with the subject to which it refers; as, "William is industrious."

4. Adverbs directly limit verbs, adjectives, participles, and other adverbs; as, "A *very* wise man may *sometimes* act *very* foolishly."

5. A noun or pronoun directly limiting another, and denoting the same person or thing, is in the same case; as, "*William*, the blacksmith, has arrived."

6. A noun or pronoun directly limiting an intransitive or passive verb or its participles, and denoting the same person or thing as the subject, or word preceding it, is in the same case; as, "*Honesty* is the best policy;" "I know *him* to be an honest man;" "*William*, being a good boy, was happy."

7. A noun or pronoun denoting the possessor or owner, directly limiting another,



is in the possessive case ; as, "*William's* book has been badly used."

REMARK. When two or more nouns in the possessive case limit the same word, the possessive *form* is required only in the one which immediately precedes the word limited ; as, "*William* and *Mary's* books are torn."

8. The direct object of a transitive verb, or its participles, is in the objective case ; as, "Men worship God ;" "I saw John studying his lesson."

REMARK 1. Participles derived from transitive verbs, though used in the relations of nouns or adjectives, are directly limited by nouns or pronouns in the objective case ; as, "The exercise of *singing bass* has a great effect in *imparting command* of deep-toned expression."

REMARK 2. When the participle is limited by an article, adjective, or a noun or pronoun in the possessive case, it becomes a noun, and will not admit a direct object ; as, "By *the using* of the faculties they become strengthened."

9. A noun or pronoun indirectly limiting a word with which it is connected by a preposition, is in the objective case ; as, "Men of *sense* differ ;" "John went to *Boston*."

REMARK. The preposition is sometimes omitted, *but* must be supplied in analyzing.

10. A verb indirectly limiting a word with which it is connected by the preposition *to*, is in the infinitive mode.

REMARK 1. When a verb in the infinitive mode is preceded by *bid*, *dare*, *hear*, *feel*, *make*, *see*, *let*, or *need*, and a few others, the preposition *to* is commonly omitted.

REMARK 2. The word limited by a verb in the infinitive mode, is sometimes omitted; as, "To confess the truth, I was in fault;" i. e., "*I say.*"

11. A noun or pronoun having no grammatical relation to the sentence, is used independently in the nominative case.

REMARK. A noun or pronoun may be independent either *by direct address*; as, "Charles, come to me;" — or *by exclamation*; as, "Poor Indians! where are they now?" — or *by redundancy*; as, "The pilgrim fathers, where are they?" — or *with a participle*; as, "John being sick, a physician was called."

12. The interjection has no grammatical relation to the sentence; as, "*Alas!* I fear for life;" "*O!* how wretched is the man that hangs on princes' favors!"

13. Personal pronouns must agree in *person* and *number* with the nouns which they represent; as, "I saw the gentlemen when *they* left."

**REMARK 1.** Personal pronouns of the third person and singular number, must agree also in *gender* with the nouns which they represent; as, "John saw *his* father;" "Anna loved *her* mother."

**REMARK 2.** A noun used figuratively requires the pronoun to agree with it in gender, in the figurative sense; as, "Give to *Repose* the solemn hour *she* claims."

**REMARK 3.** The personal pronoun *it* is sometimes used to represent a phrase or a clause; as, "*It* is pleasant *to see the sun*;" "*It* was evident *that he told the truth*."

**REMARK 4.** *It* is sometimes used without reference to the number or gender of the noun which it represents; as, "I took the *child*, and *it* cried;" "*It* is our *passions* which we ought most to fear."

14. Prepositions connect, and show the relation between words; as, "He went from Boston *to* Providence."

15. Conjunctions connect words, phrases, and clauses. (See Table III.)

**REMARK 1.** Conjunctions connect nouns and pronouns in the same case; as, "He *and* she will be here;" "I shall see him *and* her."

**REMARK 2.** Conjunctions connect verbs of the same mode and tense; as, "He came *and* told me."

**REMARK 3.** Conjunctions sometimes connect verbs of different modes and tenses; as, "He *saw*, and *must have known* it."

**REMARK 4.** Conjunctions connect words of the

same class in the same relations; as, "A *great* and *good* man;" "They labored *steadily* and *faithfully*."

16. A connective adverb connects an adverbial clause with the word limited by that clause; as, "I saw him *when he was here*."

17. A relative pronoun connects a relative clause with the word limited by the clause; as, "William, *who was present*, acquiesced."

18. Substitutes for nouns are of the same person, number, and gender, as the nouns which they represent.

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## EXAMPLES

OF

SENTENCES ANALYZED ACCORDING  
TO THE PRECEDING RULES.

1.

William speaks well.

In this sentence, the proper noun "William" is the subject, and is of the third person, singular number, and nominative case.

The verb "speaks" is the predicate, and is irregular.

intransitive, in the indicative mode, present tense, and has the appropriate form for a subject in the third person singular.

The adverb "well" directly limits "speaks."

## 2.

To see the sun is pleasant.

In this sentence, the phrase "to see the sun" is the subject, and is of the third person, singular number, and nominative case.

The verb "is" is the predicate, and is irregular, intransitive, in the indicative mode, present tense, and has the appropriate form for a nominative of the third person singular.

The adjective "pleasant" directly limits the predicate, which connects it with the subject, "To see the sun," to which it refers.

## 3.

William gave me the book, and I now give it to you.

This is a compound sentence, consisting of two clauses.

The proper noun "William" is the subject of the first clause, and is of the third person, singular number, and nominative case.

The verb "gave" is the predicate, and is irregular-transitive, in the indicative mode and imperfect tense.

The personal pronoun "me" is of the first person,

singular number, objective case, and indirectly limits "gave," with which it is connected by the preposition "to," which is not expressed.

The common noun "book" is of the third person, singular number, neuter gender, objective case, and directly limits the verb "gave," of which it is the object.

The definite article "the" directly limits the noun "book."

The conjunction "and" connects the two clauses.

The personal pronoun "I" is the subject of the second clause, and is of the first person, singular number, and nominative case.

The verb "give" is the predicate, and is irregular, transitive, in the indicative mode and present tense.

The adverb "now" directly limits the verb "give."

The personal pronoun "it," representing "book," in the relation of an object, is of the third person, singular number, neuter gender, objective case, and directly limits "give."

The personal pronoun "you" is of the second person, singular number, objective case, and indirectly limits "give," with which it is connected by the preposition "to."

#### 4.

Thou, William, still art young, and dost  
not see the danger.

Here, two things are predicated of the same person; the predicate, therefore, is compound.

The personal pronoun "thou" is the subject, and

is of the second person, singular number, and nominative case.

The proper noun "William" is of the second person, singular number, and used independently, in the nominative case, by direct address.

The verb "art" is the first predicate, and is irregular, intransitive, in the indicative mode, present tense, formal style.

The adverb "still" directly limits the verb "art."

The adjective "young" directly limits the verb "art," which connects it with the subject "thou," to which it refers.

The conjunction "and" connects the verb "dost see," which is the second predicate, with the first predicate, "art."

"Dost see" is irregular, transitive, in the indicative mode, present tense, and formal style.

The adverb "not" directly limits the verb "dost see."

The noun "danger" directly limits "dost see," and is of the third person, singular number, and objective case.

The definite article "the" directly limits the noun "danger."

## 5.

In loving the excellent, we receive strength to follow them.

In this sentence, the personal pronoun "we" is the *subject*, and is of the first person, plural number, and *nominative case*.

The verb "receive" is the predicate, and is regular, transitive, in the indicative mode and present tense.

The noun "strength" is of the third person, singular number, objective case, and directly limits the predicate, denoting what we receive.

The participle "loving," here used in the relation of a noun, is in the objective case, and indirectly limits the predicate, with which it is connected by the preposition "in," denoting the *means* by which we receive strength.

The adjective "excellent," used in the relation of the noun "persons," of which it saves the expression, is of the third person, plural number, objective case, and directly limits the participle "loving," of which it is the direct object.

The verb "follow" is regular, transitive, in the infinitive mode, present tense, and indirectly limits the noun "strength," with which it is connected by the preposition "to."

The personal pronoun "them," representing "persons," in the relation of a limiting object, is of the third person, plural number, objective case, and directly limits the verb "follow."



## APPENDIX.

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**GRAMMAR** is usually considered under four general divisions.

*Orthography* treats of the powers of letters, singly and combined in syllables and words.

*Etymology* treats of words divided into classes, and of the changes made in their forms.

*Syntax* treats of words in sentences, and of their connection.

*Prosody* treats of utterance, and of the arrangement of syllables in verse.

The powers of letters, singly and combined, are taught in spelling-books, &c.

The utterance of words is practically considered in elementary and scientific works on elocution.

Neither orthography nor prosody is considered in this small treatise, which aims solely to make the pupil comprehend the construction of language, that he may read and write understandingly.

For reference, a few additional forms of nouns and verbs, as they are changed for various purposes, are here appended.

### NOUN.

Names used to represent particular persons and places are called *proper* nouns.

Names used to represent one or all of a class, are called *common* nouns.

NUMBER.

The plural number of a noun is generally formed by adding *s* to the singular, or *es*, when *s* will not unite with the terminating sound of a word; as, *book, books; church, churches.*

Nouns ending in *y* preceded by a consonant, change *y* into *i*, and have *es* added, to form the plural; as, *fly, flies; lady, ladies.*

Nouns ending in *y* preceded by a vowel, generally have the regular plural; as, *day, days; key, keys.*

Nouns ending in *o* preceded by a consonant, generally have *es* in the plural; as, *hero, heroes.*

EXCEPTIONS. *Canto, grotto, junto, motto, portico, solo, halo, octavo, zero, tyro, quarto, memento.*

Nouns ending in *o* preceded by a vowel, have *s* only in the plural; as, *cameo, cameos; folio, folios.*

Nouns ending in *f* or *fe* generally change these terminations into *ves*; as, *loaf, loaves; wife, wives.*

EXCEPTIONS. *Brief, chief, mischief, handkerchief, grief, safe, fife, strife, dwarf, scarf, hoof, proof, reproof, roof, gulf, turf, surf.*

Nouns ending in *ff* have *s* only in the plural.

EXCEPTION. *Staff* sometimes has *staves*.

The name of any thing composed of several individuals is a *collective* noun, and may be of either number.

IRREGULAR FORMATIONS.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man,	Men.	Ox,	Oxen.
Footman,	Footmen.	Foot,	Feet.
Boatman,	Boatmen.	Tooth,	Teeth.
Kinsman,	Kinsmen.	Goose,	Geese.
Woman,	Women.	Mouse,	Mice.
Child,	Children.		
Penny,	{ Pence; Pennies, ( <i>pieces of coin valued at a penny each.</i> )		

Brother,	{ Brothers, ( <i>of the same family</i> ;) }
	{ Brethren, ( <i>of the same association</i> .) }
Die,	{ Dies, ( <i>used to stamp coin</i> ;) }
	{ Dice, ( <i>used in gaming</i> .) }
Genius,	{ Geniuses, ( <i>applied to human beings</i> ;) }
	{ Genii, ( <i>applied to spiritual beings</i> .) }

Words composed of a noun and the adjective *full*, have the regular plural ; as,

Handful,	Handfuls.		Spoonful,	Spoonfuls.
Mouthful,	Mouthfuls.		Pailful,	Pailfuls.

Words composed of a noun and an adjective, have the plural termination added to the noun ; as,

<i>Singular.</i>	<i>Plural.</i>
Court-martial,	Courts-martial.
Knight-errant,	Knights-errant.

Words composed of two nouns have the regular plural ; as,

Night-steed,	Night-steeds.
Tide-waiter,	Tide-waiters.

Words composed of two nouns, with a preposition between them, have the plural termination added to the first word ; as,

Father-in-law,	Fathers-in-law.
Son-in-law,	Sons-in-law.
Ship-of-war,	Ships-of-war.

A letter or figure is rendered plural by adding *s* and an apostrophe ; as,

7 a's ; 3 c's ; four 9's ; seven 3's.

Some nouns do not vary their form, but remain the same in both numbers ; as,

Deer,	Sheep,	Swine,	Salmon,
Trout,	Series,	Species,	Means,
News,	Amends,	Apparatus,	Hiatus,
Bellows,	Odds,	Ethics,	Politics,
Mathematics,	Optics,	Metaphysics,	Pneumatics,
			&c.

Some nouns are seldom used except in the singular ; as,

Gold,	Pride,	Bread,
Silver,	Temperance,	Wisdom, &c.

Some nouns are seldom used except in the plural ; as,

Annals,	Dregs,	Lees,	Pincers,
Ashes,	Embers,	Literati,	Scissors,
Assets,	Entrails,	Lungs,	Shears,
Billiards,	Goods,	Minutiae,	Snuffers,
Bitters,	Hysterics,	Orgies,	Tongs ;
Clothes,			

and the following articles of dress :

Hose,	Drawers,	Pantaloons,	Trousers.
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The following nouns, from foreign languages, generally retain their original plural : —

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Formula,	{ Formulæ, Formulas.	Gymnasium,	{ Gymnasia, Gymnasiums.
Nebula,	Nebulæ.	Memorandum,	{ Memoranda, Memorandums.
Dogma,	{ Dogmata, Dogmas.	Scholium,	{ Scholia, Scholiums.
Alumnus,	Alumni.	Stratum,	Strata.
Fungus,	{ Fungi, Funguses.	Automaton,	{ Automata, Automatons.
Stimulus,	Stimuli.	Phenomenon,	Phenomena.
Lamina,	Laminæ.	Genus,	Genera.
Larva,	Larvæ.	Amanuensis,	Amanuenses.
Miasma,	Miasmata.	Antithesis,	Antitheses.
Focus,	Foci.	Basis,	Bases.
Radius,	Radii.	Diæresis,	Diæreses.
Ignis Fatuus,	Ignes Fatui.	Emphasis,	Emphases.
Genius,	Genii.	Oasis,	Oases.
Arcanum,	Arcana.	Phasis,	Phases.
Datum,	Data.	Chrysalis,	Chrysalides.
Desideratum,	Desiderata.		
Erratum,	Errata.		

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Apex,	{ Apices, Apexes.	Speculum,	Specula.
Calx,	{ Calces, Calxes.	Criterion,	{ Criteria, Criteria.
Index,	{ Indices, Indexes.	Stamen,	{ Stamina, Stamens.
Cherub,	Cherubim.	Analysis,	Analyses
Beau,	Beaux.	Axis,	Axes.
Monsieur,	{ Messieurs, Messrs.	Crisis,	Crises.
or Mr.,		Ellipsis,	Ellipses.
Effluvium,	Effluvia.	Parenthesis,	Parentheses
Encomium,	{ Encomia, Encomiums.	Thesis,	Theses.
Medium,	{ Media, Mediums.	Appendix,	{ Appendices, Appendixes.
Momentum,	{ Momenta, Momentums.	Vortex,	Vortices.
		Seraph,	Seraphim.
		Bandit,	Banditti.
		Virtuoso,	Virtuosi.

## GENDER.

The distinctions of sex are expressed,—

1st. By different words; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	Maid.	Husband,	Wife.
Beau,	Belle.	King,	Queen.
Boy,	Girl.	Lad,	Lass.
Brother,	Sister.	Lord,	Lady.
Buck,	Doe.	Landlord,	Landlady.
Bull,	Cow.	Man,	Woman.
Drake,	Duck.	Master,	Mistress.
Earl,	Countess.	Nephew,	Niece.
Father,	Mother.	Papa,	Mamma.
Friar,	Nun.	Ram,	Ewe.
Gander,	Goose.	Son,	Daughter.
Gentleman,	Lady.	Stag,	Hind.
Hart,	Roe.	Uncle,	Aunt.
Horse,	Mare	Wizard,	Witch.

## 2d. By difference of termination ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot,	Abbess.	Dauphin,	Dauphiness.
Actor,	Actress.	Deacon,	Deaconess.
Administrator,	Administratrix.	Don,	Donna.
Ambassador,	Ambadressess.	Duke,	Duchess.
Arbiter,	Arbitress.	Elector,	Electress.
Author,	Authoress.	Emperor,	Empress.
Baron,	Baroness.	Enchanter,	Enchantress.
Benefactor,	Benefactress.	Executor,	Executrix.
Bridegroom,	Bride.	Giant,	Giantess.
Conductor,	Conductress.	Governor,	Governess.
Count,	Countess.	Heir,	Heiress.
Czar,	Czarina.	Hero,	Heroine.
Hunter,	Huntress.	Prophet,	Prophetess.
Host,	Hostess.	Protector,	Protectress.
Instructor,	Instructress.	Shepherd,	Shepherdess.
Jew,	Jewess.	Songster,	Songstress.
Landgrave,	Landgravine.	Sorcerer,	Sorceress.
Lion,	Lioness.	Sultan,	{ Sultana, Sultanness.
Marquis,	Marchioness.	Tailor,	Tailoress.
Margrave,	Margravine.	Testator,	Testatrix.
Negro,	Negress.	Tiger,	Tigress.
Patron,	Patroness.	Traitor,	Traitress.
Peer,	Peeress.	Tutor,	Tutoress.
Poet,	Poetess.	Viscount,	Viscountess.
Priest,	Priestess.	Votary,	Votaress.
Prior,	Prioress.	Widower,	Widow.
Prince,	Princess.		

## 3d. By different words prefixed ; as,

<i>Masculine.</i>	<i>Feminine.</i>
Man-servant,	Maid-servant.
Male-child,	Female-child.
He-goat,	She-goat.

*Parent, friend, neighbor, child, cousin, infant, &c.,* are used to denote either a male or a female.

A young child, or any animal whose sex is not known to us, may be represented by the pronoun *it*.

Sometimes, when the sex is not known, if the animal be characterized by superiority, it is represented by a pronoun of the masculine gender; if by inferiority, by a pronoun of the feminine gender.

Pronouns of the masculine or feminine gender, are used to represent inanimate objects when they are personified.

## VERB.

The following verbs are irregular in the formation of one or more of their principal parts: —

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Abide,	Abode,	Abode.
Am or Be,	Was,	Been.
Arise,	Arose,	Arisen.
Bear, to bring forth,	Bare or bore,	Born.
Bear, to uphold,	Bore, bare,	Borne.
Beat,	Beat,	Beaten, beat.
Begin,	Began,	Begun.
Bend,	Bent, bended,	Bent.
Beseech,	Besought,	Besought,
Bid,	Bid, bade,	Bidden, bid.
Bind,	Bound,	Bound.
Bite,	Bit,	Bitten, bit.
Bleed,	Bled,	Bled.
Blow,	Blew,	Blown.
Break,	Broke, brake,	Broken.
Breed,	Bred,	Bred.
Bring,	Brought,	Brought.
Burst,	Burst,	Burst.
Buy,	Bought,	Bought.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Cast,	Cast,	Cast.
Chide,	Chid,	Chidden, chid.
Choose,	Chose,	Chosen.
Cleave, <i>to split</i> ,	Clove, cleft,	Cloven, cleft.
Cling,	Clung,	Clung.
Come,	Came,	Come.
Cost,	Cost,	Cost.
Creep,	Crept,	Crept.
Cut,	Cut,	Cut.
Do,	Did,	Done.
Draw,	Drew,	Drawn.
Drink,	Drank,	Drank, drunk.
Drive,	Drove,	Driven.
Eat,	Ate, eat,	Eaten.
Fall,	Fell,	Fallen.
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Fight,	Fought,	Fought.
Find,	Found,	Found.
Flee,	Fled,	Fled.
Fling,	Flung,	Flung.
Fly,	Flew,	Flown.
Forget,	Forgot,	Forgotten, forgot.
Forsake,	Forsook,	Forsaken.
Freeze,	Froze,	Frozen.
Get,	Got,	Gotten or got.
Give,	Gave,	Given.
Go,	Went,	Gone.
Grind,	Ground,	Ground.
Hear,	Heard,	Heard.
Hide,	Hid,	Hidden, hid.
Hit,	Hit,	Hit.
Hold,	Held,	Held, holden.
Hurt,	Hurt,	Hurt.
Keep,	Kept,	Kept.
Know,	Knew,	Known.



<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Lade,	Laded,	Laden.
Lay,	Laid,	Laid.
Lead,	Led,	Led.
Leave,	Left,	Left.
Lend,	Lent,	Lent.
Let,	Let,	Let.
Lie, <i>to lie down,</i>	Lay,	Lain.
Lose,	Lost,	Lost.
Make,	Made,	Made.
Mean,	Meant,	Meant.
Meet,	Met,	Met.
Pay,	Paid,	Paid.
Put,	Put,	Put.
Read,	Read,	Read.
Rend,	Rent,	Rent.
Rid,	Rid,	Rid.
Ride,	Rode,	Rode, ridden
Ring,	Rang, rung,	Rung.
Rise,	Rose,	Risen.
Rive,	Rived,	Riven.
Run,	Ran,	Run.
Say,	Said,	Said.
See,	Saw,	Seen.
Seek,	Sought,	Sought.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set,	Set,	Set.
Sit,	Sat,	Sat.
Shake,	Shook,	Shaken.
Shed,	Shed,	Shed.
Show,	Showed, shewed,	Shown, shew
Shoe,	Shod,	Shod.
Shoot,	Shot,	Shot.
Shred,	Shred,	Shred.
Shrink,	Shrunk, shrank,	Shrunk.
Shut,	Shut,	Shut.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Sing,	Sang, sung,	Sung.
Sink,	Sank, sunk,	Sunk.
Slay,	Slew,	Slain.
Sleep,	Slept,	Slept.
Slide,	Slid,	Slidden, slid.
Sling,	Slung, slang,	Slung.
Slink,	Slunk,	Slunk.
Smite,	Smote,	Smitten.
Speak,	Spoke, spake,	Spoken.
Speed,	Sped,	Sped.
Spend,	Spent,	Spent
Spin,	Spun,	Spun.
Spit,	Spit, spat.	Spit, spitten.
Split,	Split,	Split.
Spread,	Spread,	Spread.
Spring,	Sprang, sprung,	Sprung.
Stand,	Stood,	Stood.
Steal,	Stole,	Stolen.
Stick,	Stuck,	Stuck.
Sting,	Stung,	Stung.
Stride,	Strode, strid,	Stridden, strid.
Strike,	Struck,	Struck, stricken.
String,	Strung,	Strung.
Strive,	Strove,	Striven.
Swear,	Swore, sware,	Sworn.
Sweep,	Swept,	Swept.
Swim,	Swam, swum,	Swum.
Swing,	Swung,	Swung.
Take,	Took,	Taken.
Teach,	Taught,	Taught.
Tear,	Tore, tare,	Torn.
Tell,	Told,	Told.
Think,	Thought,	Thought.
Throw,	Threw,	Thrown.
Thrust,	Thrust,	Thrust.
Tread,	Trod,	Trodden, trod.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Wear,	Wore,	Worn.
Weave,	Wove,	Woven, wove.
Weep,	Wept,	Wept.
Win,	Won,	Won.
Wind,	Wound,	Wound.
Write,	Wrote,	Written.

The following verbs are sometimes regular, and sometimes irregular, in the formation of their principal parts : —

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Awake,	Awoke, awaked,	Awaked.
Bereave,	Bereft, bereaved,	Bereft, bereaved.
Blend,	Blended,	Blended, blent.
Build,	Built, builded,	Built, builded.
Burn,	Burned, burnt,	Burned, burnt.
Catch,	Caught, catched,	Caught, caught.
Cleave, <i>to adhere,</i>	Cleaved, clave,	Cleaved.
Clothe,	Clothed, clad,	Clothed, clad.
Crow,	Crowed, crew,	Crowed.
Dare, <i>to venture,</i>	Dared, durst,	Dared.
Deal,	Dealt, dealed,	Dealt, dealed.
Dig,	Dug, digged,	Dug, digged.
Dream,	Dreamed, dreamt,	Dreamed, dreamt.
Dwell,	Dwelt, dwelled,	Dwelt, dwelled.
Gild,	Gilded, gilt,	Gilded, gilt.
Gird,	Girded, girt,	Girded, girt.
Grave,	Graved,	Graven, graved.
Hang,	Hung, hanged,*	Hung, hanged.*
Heave,	Heaved, hove,	Heaved.
Hew,	Hewed,	Hewn, hewed.
Kneel,	Kneeled, knelt,	Kneeled, knelt.
Knit,	Knit, knitted,	Knit, knitted.
Light,	Lighted, lit,	Lighted, lit.
Load,	Loaded,	Loaded, laden.
Mow,	Mowed,	Mowed, mown.

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\* Regular when it denotes capital punishment.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Pen,	Penned,	Penned, pent.
Quit,	Quitted, quit,	Quit, quitted.
Saw,	Sawed,	Sawed, sawn.
Seethe,	Seethed,	Seethed, sodden.
Shape,	Shaped,	Shaped, shapen.
Shave,	Shaved,	Shaved, shaven.
Shear,	Sheared,	Shorn, sheared.
Shine,	Shone, shined,	Shone, shined.
Slit,	Slit, slitted,	Slit, slitted.
Sow,	Sowed,	Sown, sowed.
Spell,	Spelt, spelled,	Spelt, spelled.
Spill,	Spilt, spilled,	Spilt, spilled.
Strew,	Strewed,	Strewn, strewed.
Strow,	Strowed,	Strown, strowed.
Sweat,	Sweat, sweated,	Sweat, sweated.
Swell,	Swelled,	Swollen, swelled.
Wet,	Wet, wetted,	Wet, wetted.
Whet,	Whetted,	Whetted, whet
Work,	Worked, wrought,	Worked, wrought.
Wring,	Wrung, wringed,	Wrung, wringed.

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## CONJUGATION OF THE IRREGULAR VERB TEACH.

### PRINCIPAL PARTS.

<i>Present.</i>	<b>TEACH.</b>	<i>Imperfect.</i>	<b>TAUGHT.</b>
	<i>Perfect Participle.</i>		<b>TAUGHT.</b>

### INDICATIVE MODE.

#### PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I teach.	We teach.
You teach.	You or ye teach.
He teaches.	They teach.
<i>Formal Style.</i>	<b>Thou teachest.</b>

## IMPERFECT.

I taught.	We taught.
You taught.	You or ye taught.
He taught.	They taught.
<i>Formal Style.</i>	Thou taughtest.

## PERFECT.

I have taught.	We have taught.
You have taught.	You or ye have taught.
He has taught.	They have taught.
<i>Formal Style.</i>	Thou hast taught.

## PLUPERFECT.

I had taught.	We had taught.
You had taught.	You or ye had taught.
He had taught.	They had taught.
<i>Formal Style.</i>	Thou hadst taught.

## FUTURE.

I shall or will teach.	We shall or will teach.
You shall or will teach.	You or ye shall or will teach.
He shall or will teach.	They shall or will teach.
<i>Formal Style.</i>	Thou shalt or wilt teach.

## FUTURE PERFECT.

I shall have taught.	We shall have taught.
You will have taught.	You or ye will have taught.
He will have taught.	They will have taught.
<i>Formal Style.</i>	Thou wilt have taught.

## POTENTIAL MODE.

## PRESENT.

I may, can, or must teach.	We may, can, or must teach.
You may, can, or must teach.	You or ye may, can, or must teach.
<i>He may, can, or must teach.</i>	<i>They may, can, or must teach.</i>
<i>Formal Style.</i>	<i>Thou mayst, canst, or must teach.</i>

## IMPERFECT.

I might, could, would, <i>or</i> should teach.	We might, could, would, <i>or</i> should teach.
You might, could, would, <i>or</i> should teach.	You <i>or</i> ye might, could, would, <i>or</i> should teach.
He might, could, would, <i>or</i> should teach.	They might, could, would, <i>or</i> should teach.

*Formal Style.* Thou mightst, couldst, wouldst,  
*or* shouldst teach.

## PERFECT.

I may, can, <i>or</i> must have taught.	We may, can, <i>or</i> must have taught.
You may, can, <i>or</i> must have taught.	You <i>or</i> ye may, can, <i>or</i> must have taught.
He may, can, <i>or</i> must have taught.	They may, can, <i>or</i> must have taught.

*Formal Style.* Thou mayst, canst, *or* must have taught.

## PLUPERFECT.

I might, could, would, <i>or</i> should have taught.	We might, could, would, <i>or</i> should have taught.
You might, could, would, <i>or</i> should have taught.	You <i>or</i> ye might, could, would, <i>or</i> should have taught.
He might, could, would, <i>or</i> should have taught.	They might, could, would, <i>or</i> should have taught.

*Formal Style.* Thou mightst, &c., have taught.

## SUBJUNCTIVE MODE.

## PRESENT.

If I teach.	If we teach.
If you teach.	If you <i>or</i> ye teach.
If he teaches.	If they teach.

*Formal Style.* If thou teachest.

*Same forms as the indicative and potential, preceded by if, &c.*

## IMPERATIVE MODE.

Teach you or thou, or Do you or thou teach.

Teach you or ye, or Do you or ye teach.

## INFINITIVE MODE.

PRESENT. To teach. PERFECT. To have taught.

## PARTICIPLES.

IMPERFECT. Teaching. PERFECT. Taught

COMPOUND PERFECT. Having taught.

## Progressive Form.

## INDICATIVE MODE.

## PRESENT.

I am teaching.

We are teaching.

You are teaching.

You or ye are teaching.

He is teaching.

They are teaching.

*Formal Style.* Thou art teaching.

## IMPERFECT.

I was teaching.

We were teaching.

You were teaching.

You or ye were teaching.

He was teaching.

They were teaching.

*Formal Style.* Thou wast teaching.

## PERFECT.

I have been teaching.

We have been teaching.

You have been teaching.

You or ye have been teaching.

He has been teaching.

They have been teaching.

*Formal Style.* Thou hast been teaching.

## PLUPERFECT.

I had been teaching.

We had been teaching.

You had been teaching.

You or ye had been teaching.

He had been teaching.

They had been teaching.

*Formal Style.* Thou hadst been teaching.

## FUTURE.

I shall *or* will be teaching.      We shall *or* will be teaching.  
 You shall *or* will be teaching.      You *or* ye shall *or* will be  
    teaching.  
 He shall *or* will be teaching.      They shall *or* will be teaching.  
      *Formal Style.*    Thou shalt *or* wilt be teaching.

## FUTURE PERFECT.

I shall *or* will have been      We shall *or* will have been  
      teaching.     teaching.  
 You shall *or* will have been      You *or* ye shall *or* will have  
      teaching.     been teaching.  
 He shall *or* will have been      They shall *or* will have been  
      teaching.     teaching.  
      *Formal Style.*    Thou shalt *or* wilt have been teaching.

## POTENTIAL MODE.

## PRESENT.

I may, can, *or* must be teach-      We may, can, *or* must be  
      ing.     teaching.  
 You may, can, *or* must be      You *or* ye may, can, *or* must  
      teaching.     be teaching.  
 He may, can, *or* must be      They may, can, *or* must be  
      teaching.     teaching.  
      *Formal Style.*    Thou mayst *or* canst be teaching.

## IMPERFECT.

I might, &c., be teaching.      We might, &c., be teaching.  
 You might, &c., be teaching.      You *or* ye might, &c., be  
    teaching.  
 He might, &c., be teaching.      They might, &c., be teaching.  
      *Formal Style.*    Thou mightst, &c., be teaching.



## PERFECT.

I may, &c., have been teaching.      We may, &c., have been teaching.

You may, &c., have been teaching.      You or ye may, &c., have been teaching.

He may, &c., have been teaching.      They may, &c., have been teaching.

*Formal Style.* Thou mayst, &c., have been teaching.

## PLUPERFECT.

I might, &c., have been teaching.      We might, &c., have been teaching.

You might, &c., have been teaching.      You or ye might, &c., have been teaching.

He might, &c., have been teaching.      They might, &c., have been teaching.

*Formal Style.* Thou mightst, &c., have been teaching.

## SUBJUNCTIVE MODE.

. Indicative and potential forms preceded by *if*, &c.; also the two following peculiar forms:—

## PRESENT.

If I be teaching.

If we be teaching.

If you or thou be teaching.

If you or ye be teaching.

If he be teaching.

If they be teaching.

## IMPERFECT.

If I were teaching.

If we were teaching

If you were teaching.

If you or ye were teaching.

. If he were teaching.

If they were teaching.

*Formal Style.* If thou wert teaching.

## IMPERATIVE MODE.

## PRESENT.

Be you *or* thou teaching.      Be you *or* ye teaching.

## INFINITIVE MODE.

PRESENT. To be teaching.

PERFECT. To have been teaching

## PARTICIPLE.

COMPOUND PERFECT. Having been teaching.

## Passive Form.

## INDICATIVE MODE.

## PRESENT.

I am taught.	We are taught.
You are taught.	You <i>or</i> ye are taught.
He is taught.	They are taught.

*Formal Style.* Thou art taught.

## IMPERFECT.

I was taught.	We were taught.
You were taught.	You <i>or</i> ye were taught.
He was taught.	They were taught.

*Formal Style.* Thou wast taught.

## PERFECT.

I have been taught.	We have been taught.
You have been taught.	You <i>or</i> ye have been taught.
He has been taught.	They have been taught.

*Formal Style.* Thou hast been taught.

## PLUPERFECT.

I had been taught.	We had been taught.
You had been taught.	You or ye had been taught.
He had been taught.	They had been taught.

*Formal Style.* Thou hadst been taught.

## FUTURE.

I shall or will be taught.	We shall or will be taught.
You shall or will be taught.	You or ye shall or will be taught.
He shall or will be taught.	They shall or will be taught.

*Formal Style.* Thou shalt or wilt be taught.

## FUTURE PERFECT.

I shall or will have been taught.	We shall or will have been taught.
You shall or will have been taught.	You or ye shall or will have been taught.
He shall or will have been taught.	They shall or will have been taught.

*Formal Style.* Thou shalt or wilt have been taught.

## POTENTIAL MODE.

## PRESENT.

I may, can, or must be taught.	We may, can, or must be taught.
You may, can, or must be taught.	You or ye may, can, or must be taught.
He may, can, or must be taught.	They may, can, or must be taught.

*Formal Style.* Thou mayst or canst be taught.

## IMPERFECT.

I might, &c., be taught.	We might, &c., be taught.
You might, &c., be taught.	You <i>or</i> ye might, &c., be taught.
He might, &c., be taught.	They might, &c., be taught.
<i>Formal Style.</i> Thou mightst, &c., be taught.	

## PERFECT.

I may, &c., have been taught.	We may, &c., have been taught.
You may, &c., have been taught.	You <i>or</i> ye may, &c., have been taught.
He may, &c., have been taught.	They may, &c., have been taught.
<i>Formal Style.</i> Thou mayst, &c., have been taught.	

## PLUPERFECT.

I might, &c., have been taught.	We might, &c., have been taught.
You might, &c., have been taught.	You <i>or</i> ye might, &c., have been taught.
He might, &c., have been taught.	They might, &c., have been taught.
<i>Formal Style.</i> Thou mightst, &c., have been taught.	

## SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.; also the two following peculiar forms:—

## PRESENT.

If I be taught.	If we be taught.
If you <i>or</i> thou be taught.	If you <i>or</i> ye be taught.
If he be taught.	If they be taught.

## IMPERFECT.

If I were taught.

If we were taught.

If you were taught.

If you *or* ye were taught.

If he were taught.

If they were taught.

*Formal Style.* If thou wert taught.

## IMPERATIVE MODE.

## PRESENT.

Be you *or* thou taught.Be you *or* ye taught.

## INFINITIVE MODE.

PRESENT. Being taught. — PERFECT. Taught.

COMPOUND PERFECT. Having been taught.













